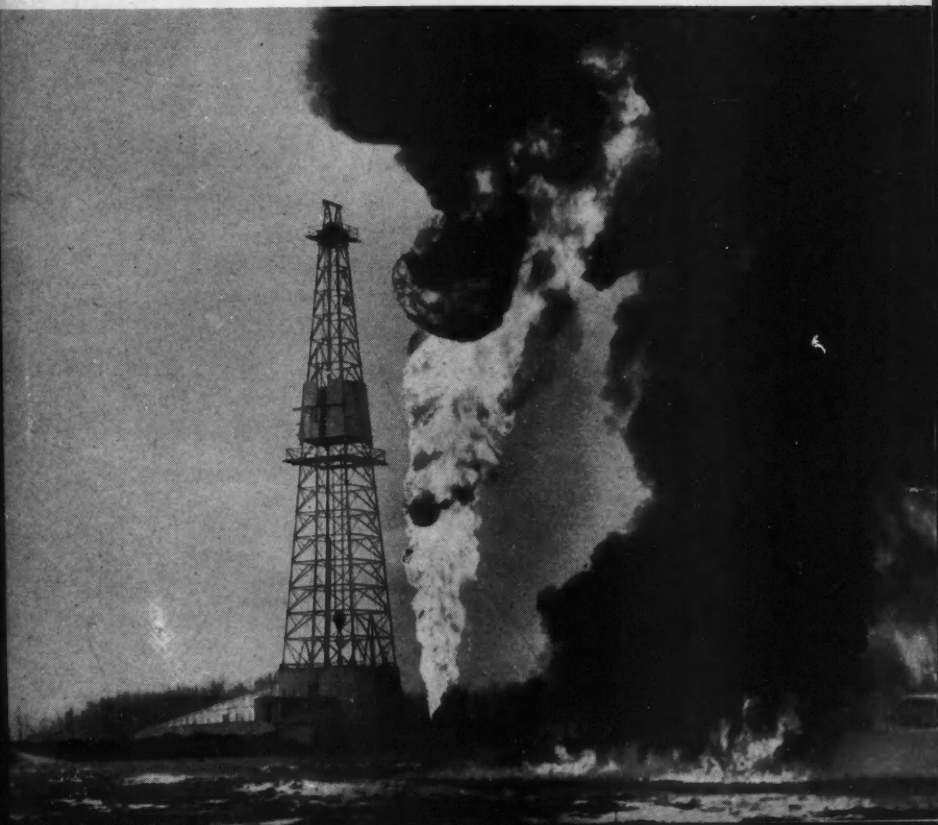


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# The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

Volume 28

April, 1948

Number 7

## Provincial Executive Alberta Teachers' Association

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## PUBLISHED ON THE FIRST OF EACH MONTH

Subscriptions: Per Annum:

Members \$1.00;

Non-members \$1.50;

Single copy, 20c.

Authorized as second-class mail.

Post Office Department, Ottawa.

## CONTENTS

### MONTHLY FEATURES

Editorial ..... 2

Notes and Comments ..... 28

Official Bulletin ..... 39

News from Our Locals ..... 56

### OFFICIAL A.T.A. ANNOUNCEMENTS

President's Annual Report ..... 5

General Secretary's Annual Report ..... 8

Re 1947 Income Tax Returns ..... 31

### ARTICLES

Business in Education ..... 17

*Frank W. Abrams*

The Teacher in the Community ..... 22

*David Smith*

This Is How Some Teachers Live ..... 29

*Lorraine Goverman*

Suggested Timetable for One-Teacher

Rural Schools ..... 34

*G. K. Haverstock*

Wot! No Grammar ..... 46

Clover Bar Education Research Unit ..... 51

*J. C. Jonason*

### MISCELLANEOUS

Book Review:—

"In Due Season" ..... 37

*Christine von der Mark*

Obituary ..... 44



# The Editor Says . . .

## OUR NEW PENSION SCHEME

IN HIS budget speech on Friday, March 5, 1948, the Hon. Ernest Manning, Premier and Provincial Treasurer, referred briefly to an item in appropriation No. 303—\$320,000 for teachers' pensions. He stated that a bill would be presented later which would provide retirement allowances for teachers of  $1\frac{1}{2}\%$  of the average salary for the last five years of service multiplied by the number of years of service between the ages of 30 and 65, which would provide a maximum pension of  $52\frac{1}{2}\%$  of salary. The plan will follow, in most respects, the Public Service Pension Act, except that the pension will be  $1\frac{1}{2}\%$  instead of 2% for each year of pensionable service and the employee's contributions will be 4% of salary instead of 5%.

This is the best lift that teachers and the teaching profession have had since the first pension act was passed, since *The Teaching Profession Act* was amended to make membership in the Association a condition of employment, since teachers were granted Collective Bargaining Rights under *The Alberta Labor Act*, and since the re-establishment of the Board of Reference. March 5, 1948, definitely marks another milestone on the road to the establishment of teaching as a profession. Reasonably adequate retirement allowances will undoubtedly be one of the main factors in giving the profession more of the stability so essential to its welfare.

THE significance of pensions for Alberta teachers is obvious when one recalls the prospects that were formerly faced by teachers on retirement. Before 1939 our teachers were let out when the Boards felt that they were too old, or as a means of saving money by replacing older teachers at maximum salaries by inexperienced teachers at minimum salaries. What happened to the older teachers, many of whom had taught school for over 40 years, concerned few school boards—except in Calgary and Edmonton no pensions were granted on retirement. Many of these people who had given their lives to teaching dragged out their remaining years in poverty. Few had managed to save enough from their meagre salaries to provide for their old age. The Government granted small monthly allowances to the nearly destitute, a few of whom are still alive as is shown by Appropriation No. 326 which states, "Allowances to Aged Teachers, 1948-49, \$1200; 1947-48, \$1600. Decrease, \$400." 1939 saw the end of Chapter I, the worst period in the history of retired teachers in Alberta.

In 1939, the Hon. William Aberhart, Premier and Minister of Education, brought in a bill providing for allowances of \$25 a month for retired teachers. By 1946, this had been increased to \$40 a month. Today 170 retire teachers are receiving pensions under this scheme.



No one can live decently on \$40 a month which in no way adds to the prestige of teaching. March 31, 1948, marks the end of Chapter II.

**A**PRIL 1, 1948 marks the beginning of Chapter III. After this date teachers will be retired at the age of 65 with allowances that will make it possible for them to live independently and in comparative comfort for the rest of their lives.

Teachers and the teaching profession will benefit directly in that more superior Grade Twelve students will be attracted to the profession and, in time, there should be an experienced and well-trained teacher for every classroom in Alberta.

Better pensions will be of direct benefit to pupils, teachers and the teaching profession, and, in a wider sense, to the public generally, since anything that helps the boys and girls, helps the whole Province.

To all those who have helped the teachers to get better pensions, the Alberta Teachers' Association says "Thank You."

### *"Letters of Thanks"*

263 Coombe Lane  
West Wimbledon,  
London S.W. 20,

February 4, 1948.

To the Teachers of Lac La Biche

Local:

I am writing to thank you very much for the delightful parcel sent to me through the medium of the National Union of Teachers, as a gift from you.

You will doubtless appreciate the pleasure such a parcel gives to those of us who have lived for so long under wartime conditions.

Whilst we appreciate tremendously such things as tea, sugar, cheese, etc., which are rationed over here, it is the inclusion of "luxury" articles such as tinned fruits, tinned meats, jellies, etc. (normally beyond the scope of our meagre "points" allowance) which gives such enormous pleasure.

The arrival of the parcel caused great excitement as I have never yet received such a gift from anyone overseas and have often envied friends with relatives abroad.

The choice of goods which made up the parcel shows how closely you

follow the food situation here and how much you think of us in our time of austerity.

With my best wishes and sincerest thanks.

Yours truly,

H. M. ENOCH (Mrs.).

Wife of Ex-service Teacher,  
1914-1918 War Casualty,  
At Present a Patient  
In Mental Hospital.

25 Springfield Rd.  
Barrehurst,

January 22, 1948.

Dear Teachers of Alberta:

Many, many thanks for the wonderful parcel I received from you this morning.

How I enjoyed unpacking it and finding one good thing after another. What a joy to see a tin of apricots again and the half pound of tea means an extra monthly ration. I shall raise the cup to you when I first make use of it.

We have had no dried milk for about six months, and tinned milk, too, is very difficult to get, and that means a milk pudding now and then.

(Continued on Page 15)

# SCHOOL GRANTS

1948!

1947

1946

GOLLY, OVER HALF WAY WITH ONLY ONE HAND!

WHY DON'T HE USE BOTH HANDS.

I COULD PUT IT RIGHT THROUGH THE TOP, BUT THE BOSSES TOLD ME TO GO EASY -

Small grants—low salaries—"unqualified" persons in classrooms.

© 1948

# PRESIDENT'S ANNUAL REPORT

Delivered at  
ANNUAL GENERAL MEETING, 1948

I WOULD like to express to the members of the Executive and to all members of the Association my appreciation of the fine spirit of cooperation that has prevailed throughout the year. By and large, it has been a year of definite progress; some of our dreams have been realized, some carried forward, and others embodied in action now under way.

Unfortunately, we have lost John Barnett. This was a personal and professional loss we could ill afford. John built the association. It is the splendid monument to his fine personality and great genius. The hallmarks of his craftsmanship will be carried for him far along through the years. It is proposed that a special edition of our magazine—his magazine—be issued in his memory. One regular edition in each succeeding year might well be named for him. In the midst of our own deprivation, we pay tribute to the firm courage of Mrs. Barnett, whose loss was so much greater. We have admired her always as the gracious hostess, the steady source of strength and inspiration to her husband. We admire her now for herself alone, the embodiment of the finest qualities of British and Canadian womanhood. We wish her health and happiness through long pleasant years.

One of our hopes, long deferred, has at last been realized. Premier Manning has intimated that his Government will accede to the request of the Association that its regular membership participate in the Civil Service Pension plan. For this great boon our remembrance extends far back to the men and women who for a quarter of a century have exerted their strength in

our behalf. More immediately our thanks go to the Government of Premier Manning, and very particularly to the one-time Minister of Education, the Honorable R. E. Ansley.

Mr. Ansley, adopting the issue of pensions as a plank in his broad program of educational advance, has done us a great service. He has done a great service to education generally. In the long run, few measures are more likely to attract and hold good teachers in the profession than adequate retirement allowances. It is right and fitting that we pay him our warmest tributes of respect and thanks.

As speedily as possible, high standards of entrance to the Faculty of Education should be reestablished. While it is true that some persons graduating from high school with mediocre grades might make excellent teachers, it is nonetheless true that good scholastic ability is one of the very best assurances of first-rate teaching capacity. Keenly aware of this fact, the Board of Teacher Education and Certification has moved to strengthen existing matriculation requirements as of September, 1949. It is hoped that increasing easement of the teacher shortage will soon make feasible the imposition of challenging entrance standards. Faculty of Education matriculation ought not to be rigid, but it ought to be searching.

Teachers' salaries have shown a notable improvement throughout the year. The average salary is now approximately \$2,000.00, minima are nearing the \$1,400.00 level, while the upper salary ranges are in many parts of the Province beginning to be really attractive. The

single salary schedule continues to gain in popularity as against the positional type, but it is possible that in the long run some combination of the two may hold the field. Much credit for the substantial gains made during the year is due to the steady pressure exerted by our General Secretary and to his unique skill and diplomacy in negotiation. He has been a tower of strength to negotiating committees everywhere and his confidence has been infectious. The efforts of Locals working in their own behalf has likewise to be noted with satisfaction. The special E.G.M.'s of January 1947 and 1948 were designed to assist councillors in proper technique of salary negotiations. The results have been most gratifying.

Yet in the midst of these undoubted successes, a sense of inquietude is not wanting. Salary increases strive in vain to overtake the mounting costs of living. It is felt that the first hint of economic levelling-out or recession would put an end to further increases. A depression, especially one which hit our agricultural economy, might speedily wipe out most of our gains. Our salary structures rest upon bases much too narrow and much too unstable. It is with such considerations in mind that your Executive accepted an invitation from the Minister of Education to meet with representatives of his Department and representatives of the School Trustees' Association to discuss the feasibility of working out some broader salary structures. Some account of this meeting and of the issues debated appears in the current number of *The A.T.A. Magazine*. The Councillors are now invited to express their views.

The role of the Association in educational counsels continues to expand. We have our own appointed representatives on the four Depart-

ment of Education curriculum committees, on the Evaluation and Guidance Committee, on the Examinations Board, and on the Committee of Teacher Education and Certification. Our General Secretary represents the Association on the University Senate and on the Council of the Faculty of Education. He was elected as vice-chairman of the Alberta Educational Council, and is a member of the Education Committee of the Edmonton Chamber of Commerce. The teaching profession is rapidly coming to maturity in the acceptance and discharge of its proper responsibilities.

We continue to back the Alberta Education Council in its drive to broaden the bases for financial support of education. We believe the tax on real property to be too narrow and too insecure to guarantee the stability of our investments in education. We urge all teachers in their own interests, and much more in the interests of youth welfare, to support the program of the Alberta Educational Council.

The future of our Association lies in the long run in the hands of its individual members. In my opinion, it has been well served by its Central Executive personnel, and it will be increasingly well served by its Councillors as they realize the extent of their opportunities and responsibilities. Our weaknesses continue to be those of brief tenure, inexperience, and corresponding unconcern on the part of too many members. Our *A.T.A.* magazine elicits less attention than it should in spite of the fact that in quality and attractiveness it is one of the best teacher publications in Canada. But these weaknesses may be gradually repaired. Higher and more stable salaries, a good pension provision, and increased training requirements may do wonders.

With respect to the magazine, I

The A.T.A. Magazine

# Why Canada Has A Shortage of Male Teachers

ONE of the outstanding needs of the day is for more men teachers of the highest type. The principals of our high schools and of our largest elementary schools are usually men. These men would have been successful in almost any other walk of life. I do not say that they would be successful now if they were to change to another vocation, for it is quite true that, in general, the cobbler should stick to his last, for the career which a person follows grows upon him and he becomes best qualified for that job. But these men have the qualities of heart and mind that make for success anywhere. They are well trained, all being university graduates and most of them having taken post-graduate work. But they have initiative, and a certain amount of well directed aggressiveness. They have that elusive element called personality, usually in large measure.

Most of them have kindly dispositions and have a certain measure of tact. They are almost all what can be described as manly men. Many of them possess a definite quality of humor, that saving grace with children and most adults.

WHAT is lacking that prevents more men from entering and remaining in the teaching service?

1. Money. The best men will go where there is a chance for promotion commensurate with ability and for getting to the top rung of the monetary ladder. Salaries of \$10,000 and higher are available to executives in industry and to men in the professions who possess the qualities that I have described. Such salaries are not available in the Protestant schools of the Province of Quebec. In these statements lies a great part of the answer as to why we are short of good men teachers.

should like to recognize many more local contributors than we have. There is plenty of talent amongst Alberta teachers; plenty of talent amongst our Faculty of Education students. The only further thing required is the urge to write briefly and pungently. With respect to training, we welcome the two new certificate courses, one for principals and administrators, the other for guidance workers. And, finally, with respect to professional spirit we pay tribute to Dean Lazerte, who is doing a magnificent job in the Faculty in laying the foundations of professional knowledge and pride.

In conclusion, I wish to express to the officials of the Department of

Education and to the officers of the Alberta School Trustees' Association the whole-hearted thanks of our Association for their fine cooperation throughout the year. Perhaps at times in the past teachers have felt that they stood alone in the fight for educational progress. If such times ever existed, they are now gone. The three bodies may view educational problems from somewhat different viewpoints, but nonetheless the problems are common. Each has an indispensable contribution to make to every solution.

Respectfully submitted,

H. E. SMITH,  
President.

# REPORT of the GENERAL SECRETARY

Delivered at  
ANNUAL GENERAL MEETING, 1948

EDMONTON, Alberta.  
March, 1948.

To: The Councillors and Members  
of the Executive,  
Annual General Meeting,  
Alberta Teachers' Association.

As General Secretary, I respectfully submit the following report to the thirty-first Annual General Meeting of the Alberta Teachers' Association:

## 1. Membership

The number of teachers registered as members of the Association on March 1, 1948, and on March 1, 1947, is as follows:

Life Members	109	112	3
Optional Members:	8	14	6
Faculty of Education	512	686	174
Correspondence School	102	91	11*
Employed by School Boards	5184	5592	408

October 15, resulting in a number of teachers not receiving *The A.T.A. Magazine*, especially during the fall term.

The Councillors of the Locals are helping to build up better coordination and cooperation among Locals, the Executive Council, the Annual General Meeting and the Head Office, which is reflected in the improvements with respect to salaries, pensions, curriculum-making, the guidance program, etc.

## 3. Publications

Nine issues of *The A.T.A. Magazine*

	1947	1948	Increase or Decrease*
Life Members	109	112	3
Optional Members:	8	14	6
Faculty of Education	512	686	174
Correspondence School	102	91	11*
Employed by School Boards	5184	5592	408

Total Membership 6481

## 2. Organization

There are 67 Locals and approximately 75 Sub-locals. The Cypress-Tilley East Local has been granted permission to change its name and in future will be known as the Medicine Hat Rural Local.

Locals and Sub-locals have been quite active and are assuming more initiative and responsibility in dealing with other organizations and with the public on behalf of their members. Several Locals are finding it difficult to finance their activities with a membership fee of 20c per member per month. The Head Office is still unable to get mailing lists from all School Boards by

zine are published each year. Last July, the Editor attended a Workshop for Educational Editors, set up by the Rural Editorial Service under the Kellogg Foundation Fund and directed by Dr. Francis S. Chase. This Workshop was held at Lake Forest College, near Chicago, and lasted for 10 days. The staff consisted of: O. M. Forkert, director of design and typography, Cuneo Press; R. Hunter Middleton, director of design, Ludlow Typography Co.; Wilbur Schramm, *Saturday Evening Post*, writer and new director of Communications, University of Illinois; and Mitchell U. Charnley, professor of journalism, University



of Minnesota. The R.E.S. is directed by Dr. Francis S. Chase.

Twelve newsletters have been sent to Councillors and Secretaries of Locals since our last Annual General Meeting.

The first Handbook prepared by the Alberta Teachers' Association came off the press last July. It has been well received, and requests for copies of the Handbook have come from every province in Canada and from 32 states in the United States. Plans are already being made to prepare the second edition.

The only pamphlet prepared this year was a brief entitled, "The Case for Pensions for Teachers." This was sent to the Cabinet Ministers, Members of the Legislative Assembly, Councillors and Secretaries of Locals, School Boards, and secretaries of numerous other organizations.

#### 4. Research

The Grade X Survey Test program is now in its fifth year. It has been decided to run the tests for another year in order to have a comparison over a five-year period. In the fall of 1947, the returns of the tests were much better than in the fall of 1946, when many high schools were not able to open because of the shortage of teachers.

#### 5. Library

During the year, 579 books were sent to 195 teachers, 35 books were purchased, and 2 books were reviewed. The members of the Library Committee are: Miss Jean Stewart, Librarian, and Messrs. F. J. C. Seymour, T. D. Baker and L. Picard.

#### 6. Scholarships

The first John Walker Barnett Scholarship was awarded at the Fall Convocation to Mr. Peter M. Roberts.

#### 7. Conventions

Twenty-two conventions were held

in 19 centres throughout the Province between September 15 and November 21. Attendance of teachers at these conventions ranged from 31 to 463. The A.T.A. guest speakers were: Dr. H. B. McDaniel, Dr. Lester Ball, Dr. Max Cameron, Dr. J. Murray Lee and Dr. F. C. Chase. Following the usual practice, the Faculty of Education of the University of Alberta and the Department of Education also sent speakers to each Convention. The proposed timetable for the Fall Convention of 1948 will be presented to this General Meeting for consideration.

#### 8. General Meeting

The Emergent General Meeting of Councillors on January 3, 1948, dealt with two matters: (1) our campaign for better pensions for teachers, and (2) our salary negotiations. All Locals were represented at this meeting with the exception of Acadia, Berry Creek, St. Paul and Coal Branch.

#### 9. Executive and Committee Meetings

The Executive Council held the following meetings: April 10, 1947; June 30 and July 7, 1947; September 6, 1947; December 13, 1947.

Committees of the Executive Council have held the following meetings:

A.T.A. Education Coordinating Committee—January 9, 1948

A.T.A. Provincial Salary Committee—January 31, 1948

Resolutions Committee—February 14, 1948

Discipline Committee—June 21, 1947; July 2, 1947; February 21, 1948.

#### 10. Resolutions of A.G.M., 1947

Disposition of these resolutions has been reported through the Magazine and through newsletters to the Councillors.

### 11. Electoral Ballots

Four Electoral Ballots were submitted to the Executive of the Alberta Teachers' Association before June 30, 1947, as per Bylaws 61-65. All Electoral Ballots were submitted to the teachers during the Fall Conventions, and the results of each Electoral Ballot are as follows:

#### Re Electoral Vote (1) (Membership)

For .....	27
Against .....	85

Majority .....	58
Not recorded .....	40

#### Re Electoral Vote (2) (Life Members)

For .....	91
Against .....	17

Majority .....	74
Not recorded .....	44

#### Re Electoral Vote (3) (Bylaws)

For .....	112
Against .....	0

Majority .....	112
Not recorded .....	40

#### Re Electoral Vote (4) (Fees)

For .....	92
Against .....	18

Majority .....	74
Not recorded .....	40
Deadlock .....	2

### 12. Discipline Cases

Two School Boards filed complaints with the Discipline Committee for investigation, both complaints being that the teacher had been guilty of professional misconduct in having disregarded a contract with a school board. The hearings of the cases were held on June 21 and on July 2, 1947.

Both teachers were adjudged guilty by the Discipline Committee, and the recommendations of the Discipline Committee to the Executive Council were duly adopted.

### 13. Legislation

This year, the proposed amendments to *The School Act* were mainly administrative. However, the Alberta School Trustees' Association asked the Government to amend the present Act to make principals subject to transfer without the right to appeal to the Board of Reference, as are teachers as provided for in Sections 167, 170 and 172 of *The School Act*. Due to the large number of abuses of this right to transfer teachers that have come to our attention, the Executive of the Alberta Teachers' Association is concerned about this request of the Trustees. The Executive of the Alberta Teachers' Association instructed its representatives to urge that the transfer of teachers and of principals should both be subject to appeal. While apparently no amendment covering this request is to be presented to the Legislature this year, the teachers must be prepared to establish their case that the right to transfer teachers is being abused by a number of school boards, and that instead of removing the present restrictions with respect to the transfer of principals a greater measure of security must be guaranteed to teachers in the interests of education.

### 14. Pensions

"Better pensions for teachers" has been our major objective this year. In July, 1947, the Alberta Teachers' Association made formal request to the Government of the Province of Alberta to have the teachers included in the consolidation under the terms of *The Public Service Pension Act*. The Emergent

General Meeting decided that an intensive campaign for better pensions should be organized. Teachers throughout the Province sought the support of all groups interested in the welfare of the schools. Hundreds of resolutions endorsing our request were sent by these groups to the Government and to the members of the Legislature. A brief was prepared, entitled, "The Case of Pensions for Teachers," and copies were sent to the members of the Government, of the Legislature, and to organizations and individuals throughout the Province.

The Honourable Ernest Manning, Premier and Provincial Treasurer, in his budget address on March 5, made reference to an appropriation of \$320,000 for teachers' pensions. He stated that this would provide pensions of 1½% for each year of service, up to a maximum of 35 years, multiplied by the average annual salary for the last five years of service. Other provisions would be similar to those of *The Public Service Pension Act*.

It is expected that Dr. H. E. Smith, our President, who is also chairman of our Pensions Committee, will be able to make a complete report of our new pension scheme at this Annual General Meeting.

### 15. Salaries

Low salaries are still the most important factor in the continuing crisis in education, which by now has just about wrecked rural education in Alberta, and which within a very few more years will finish the wrecking job, unless salaries are raised sufficiently so that teaching can compete for recruits with agriculture, business, industry, and the other professions.

During the past year, the average salary in Alberta increased approximately \$400, and during the same period of time the Cost of Living In-

dex rose more than 20 points. (At February 1, it stood at 150.1.) This means that, on the average, teachers are worse off in 1948 than they were in 1947, and that any increases for this year will have to be larger than those in 1947, if the teachers are to hold their own.

Following are some of the trends in salary schedules in Alberta:

- (a) The number of single salary schedules is increasing. In 1947-48, almost one-third of the teachers in Alberta are working under the terms of single salary schedules.
- (b) The minimum salary for teachers with no experience and one year's training ranges from \$1200 to \$1600; increments range from \$50 to \$200; total increments range from \$350 to \$1350; allowances for a university degree range from \$200 to \$1050; allowances for administration of a 4-room school range from \$100 to \$400. The highest average salaries for Alberta school districts and school divisions is \$2840 and the lowest is less than \$1600.
- (c) Teachers are continuing to leave the small towns and the divisions for positions in the cities, often at lower salaries, because of the fear that if and when a recession comes the small towns and the divisions may reduce salaries below the subsistence level as they did in the 'thirties.
- (d) Provincial grants for elementary and secondary education have been increased but are still far too small. The continued employment of "unqualified persons" in classrooms is depressing teachers' salaries, not only in Alberta, but in the other provinces in Canada and in every state in the United States of America.

A request has been made to the

Board of Teacher Education and Certification to set up an Evaluation Committee, whose responsibility it would be to evaluate all educational courses, University and Departmental, in terms of the regulations in salary schedules re training. The Board decided not to accept this responsibility.

The Alberta School Trustees' Association has persuaded the Government to set up a committee to study the problem of a Provincial Salary Schedule for teachers. Two meetings of this Committee have been held. Obviously, there are advantages to both parties, teachers and school boards, in having a Provincial Salary Schedule. However, teachers must be assured that reasonable safeguards will be provided in any provincial agreement.

Since the Annual General Meeting of 1947, 17 salary disputes have been settled by the Executive; 3 through conciliation; and one by arbitration.

#### *16. Supply of Teachers*

There are 600 classrooms in Alberta with unqualified persons in charge, and over 1,000 classrooms with teachers who have returned to teaching to help out during the so-called emergency. This means that the real shortage of teachers in this Province remains at approximately 2,000.

The annual turnover of teachers in Alberta is 600, and in 1948 Alberta will certificate only about 500 teachers.

This is the greatest number of teachers certificated in Alberta for several years, which is due to the strong recruitment campaign that has been carried on by the Government for over two years, as well as to better salaries and pensions. Some School Boards are offering local scholarships.

It is obvious that the shortage of

teachers in Alberta will continue to be the most serious educational problem until salaries and pensions are considered adequate by the teachers, by the parents of Grade XII graduates, and by the graduates themselves; which will not be until teaching can compete for recruits with agriculture, business, industry and other professions.

#### *17. Teacher Education and Certification*

The standards for entrance into the Faculty of Education are lower than into any other faculty in the University, these being a High-School Diploma with Grade "B" standing in Social Studies and in English. This means that students can enrol with the Faculty of Education with no guarantee that they have a sound general education, which is still the main requisite for teaching, regardless of the grade or subject taught.

#### *18. Professional Responsibility*

Teaching in Alberta will not be a profession until the teachers are regarded as the experts in the field of education. Teachers must be given a greater share in curriculum-making, in the guidance program, and in all the other phases of education. The Department of Education is now encouraging teachers to have a share in curriculum-making through the organization of divisional and district curriculum committees.

#### *19. Public Relations*

This year, the Executive of the Alberta Teachers' Association entered into a contract with a news agency to send out releases from time to time to all newspapers and radio stations in the Province. While only a beginning, this plan has resulted in more educational news appearing in Alberta newspapers

and over Alberta radio stations. It is suggested that considerable time be devoted at this Annual General Meeting to a discussion of the best methods of improving our public relations and our publicity. To help in developing suitable plans, the Executive has invited Dr. Stewart Harral, Director of Press Relations of the University of Oklahoma, to attend this Convention in an advisory capacity.

Some of the Locals have done an excellent job in looking after public relations and publicity in their own areas. For the third successive year, the Alberta Educational Council has carried on a campaign, to which the Alberta Teachers' Association has again voted the sum of \$500. It is further recommended that each Local of the Alberta Teachers' Association should make a small grant to the Alberta Educational Council, at least to the amount of the annual fee, which is \$5.00.

Quite often teachers become alarmed when they think of the possibility of a recurrence of the 'thirties, when salaries dropped below the subsistence level, and when the status of the teaching profession fell to an all-time low, from which collapse it has never fully recovered. Now is the time for the Alberta Teachers' Association to make plans to prevent, or at least to alleviate, any recurrence of the disastrous effects on teachers in the event of another depression or even recession. Probably the best way to maintain our improved status is to sell the need for good schools to the people. If we can convince the people of Alberta that good schools are a good investment, that well-qualified, experienced, professional teachers are the most valuable asset a community can have, we need have no fear about the future of our profession. If we can sell education to the people, we should not only be

able to maintain our present salaries, but to raise them to a real professional level, to get a completely adequate pension scheme, and to improve living and working conditions for teachers, all of which will help to establish teaching as a profession.

## 20. *The A.T.A. and Other Organizations*

Our relations with all groups associated with education have been excellent—the members of the Government, the officials of the Department of Education; the staff of the Faculty of Education; the officials and executive of the Alberta School Trustees' Association; the School Boards of the Province; officials of the Department of Trade and Industry; branches of the Chambers of Commerce; the Canadian Teachers' Federation; other teachers' organizations throughout the world; and local branches of the Home and School.

Our relationships with the Provincial Executive of the Home and School are not what they should be. This may be a carry-over from last year when some officers of the Executive of the Home and School criticized statements made by the Alberta Educational Council and by *The A.T.A. Magazine* in their publicity in regard to "unqualified persons" in classrooms.

It is hoped that the present Executive of the Home and School will remedy this. It is impossible to imagine a Home and School without teachers taking an active part, and it is equally impossible to imagine teachers belonging to any organization that appears the least opposed to the interests of education and of the members of the teaching profession.

I wish to pay a tribute to Mr. R. Earl Ansley, who resigned from the portfolio of Education in the Pro-

vincial Government on February 21 because of fundamental differences in policy with the other members of the Government. One of Mr. Ansley's last acts as Minister of Education was to sponsor our request to the Government for a better pension plan for teachers.

To the Honourable Ivan Casey, member for High River, and our newly-appointed Minister of Education, the Alberta Teachers' Association extends sincere greetings. The Honourable Ivan Casey was Principal at High River before his election to the Legislature in 1944, and he has served as Councillor at several Annual General Meetings, and as a member of the Discipline Committee of the Executive Council of the Alberta Teachers' Association. The A.T.A. wishes Mr. Casey every success as Minister of Education. Also, the A.T.A. assures Mr. Casey of the same sincere and friendly co-operation that it has given to his predecessors in office.

## 21.

The following members of our Association have become members of the Department of Education or of the Faculty of Education of the University of Alberta:

A. A. Aldridge, B.A., Supervisor of Guidance, Department of Education; R. E. Byron, B.Sc., B.Ed., Superintendent of Schools; A. Fred Deverell, B.A., B.Ed., Superintendent of Schools; S. A. Earl, B.Sc., Superintendent of Schools; S. W. Hooper, B.Sc., M.A., Superintendent of Schools; H. C. Melsness, B.Sc., Superintendent of Schools; G. L. Mowat, B.Sc., Superintendent of Schools.

It was a serious loss to our Executive when Mr. H. C. Melsness was appointed Superintendent of the Lac La Biche School Division, which necessitated his resigning from the Executive. Mr. Melsness has been

one of our outstanding leaders. The best wishes of the Executive, of the Annual General Meeting and of the office staff are extended to Mr. Melsness in his new work. He has joined the other teachers, once prominent in A.T.A. work, who are now connected with the Department of Education or with the Faculty of Education, University of Alberta.

## 22.

The following teachers have retired during the last year.

Miss Florence Lindsay Alexander, Calgary; Miss Mary Elizabeth Armstrong, of Calgary; Mrs. Lucy A. Bagnall, of Calgary; Percy Simpson Bailey, of Edmonton; Mrs. Harriet Lucy Durwin, of Calgary; Miss Lucy Georgina Fair, of Calgary; Mrs. Eunice Adele Flaws, of Edmonton; Ira Carlton Flick, of Calgary; T. A. Florendine, of Calgary; Miss A. B. Fraser, of Calgary; Miss L. Hughes, of Calgary; Miss Edith Louise Joudrey, of Edmonton; Miss Jessie Keays, of Calgary; Miss F. O. Lewis, of Calgary; Joseph Herbert Marsh, of Jarvie; Mrs. E. M. Moodie, of Calgary; Miss M. McEachern, of Calgary; Mrs. Florence Anne Mackenzie, of Lethbridge; William Bryon Poaps, of Edmonton; Dr. C. Sansom, of Calgary; Miss Edith Irene Smith, of Calgary; Miss Margaret Jane Smith, of Medicine Hat; Mrs. Elfleda Sunley, of Wabamun; Miss Kathleen Teskey, of Edmonton; Mrs. Alma Melissa White, of Medicine Hat.

## 23.

Losses through death of our members and honorary members are listed on inside back cover of this General Meeting handbook.

Dr. John W. Barnett, our General Secretary-Treasurer from 1918 to 1946, died unexpectedly on June 29, 1947. John Barnett was one of those who promoted the initial organization of the Alberta Teachers'



Alliance, and the man who made the Association what it is today. He had a large share in shaping the policies of the Alberta Teachers' Association through discussions in Locals, in the Executive, and at the Annual General Meetings. The soundness of these policies, and of Dr. Barnett's judgment, has been proved through the years. Other teachers' organizations in Canada and in the United States have adopted many of the A.T.A. policies, which are, in part: adequate tenure laws; establishment of large units of school administration; right of teachers to collective bargaining; adequate retirement allowances; establishment of teaching as a profession with membership in the profession a condition of employment; professional salaries for teachers; adequate training for teachers; larger provincial grants for education; better working conditions; complete personal freedom for teachers; full teacher responsibility in all school programs. John W. Barnett's name should be kept alive in the hearts and minds of the teachers of Alberta.

### *In General*

In general, this year may be considered a successful one. Salaries have been increased more than in any preceding year. Our new pension scheme for teachers will likely be one of the better ones in Canada, although it may not be all that we requested.

This year has been a strenuous one for the Executive and for the office staff. For example, as General Secretary, I have travelled approximately 18,000 miles by car, approximately 12,000 miles by railway, and approximately 5,000 by plane.

I wish to thank Dr. H. E. Smith, our President, the other members of the Executive, Miss Jean Stewart, and the other members of the office staff, the Councillors, other teachers,

and others who have in any way helped the Alberta Teachers' Association during the last year.

All of which is respectfully submitted,

ERIC C. ANSLEY,  
General Secretary.

### LETTERS OF THANKS

*(Continued from Page 3)*

I must again thank you all for your great kindness and generosity and for all the hard work necessary to the collecting and packing of all these parcels.

If not too late, may I wish you the greatest happiness in this New Year of 1948.

Yours very sincerely,  
(Mrs.) MILDRED M. CAPPS.

### SCIENCE BRIEFS

**Atomic Weight**—The total weight of the atom. It is usually measured in units such that the atomic weight of the oxygen atom is exactly 16. There are natural atoms with atomic weights from 1 to 238 on this scale.

**Chain Reaction**—The principle of the chain letter and the reproduction of guinea pigs. In atomic physics, the kind of reaction that takes place in a pile or atomic bomb when a neutron hitting one atom causes it to split, giving off several more neutrons which hit other atoms, etc. In the bomb the chain multiplies rapidly. In the pile the multiplication is one, so atoms are "burned" at a steady rate.

**Cosmic Rays**—Very high energy rays or particles which come to the earth from outer space. Scientists study what happens when they hit atomic nuclei. Useful in studying atoms because scientists can't yet produce energies this great. Scientists are also trying to learn what they are and where they come from.

**Cyclotron**—A machine to produce high energy atomic nuclei for nuclear research.

# **SALARY SCHEDULE - CANMORE SCHOOL DISTRICT No. 168**

Salary Schedule negotiated between the Board of Trustees of Canmore School District and the staff of Canmore School, March 12, 1948.

## **Clause 1.**

(a) The Basic salary for Elementary teachers shall be seventeen hundred dollars per year.

(b) The Basic salary for Intermediate teachers shall be one thousand nine hundred and fifty dollars.

(c) The Basic salary for High School teachers shall be twenty-two hundred dollars per year.

## **Clause 2.**

The allowance for past experience and future increments in Elementary, Intermediate and High School shall be on the following basis:

For the first year's experience, an additional \$200.00.

For the second year's experience, an additional \$100.00.

For the third year's experience, an additional \$100.00.

For the fourth year's experience, an additional \$100.00.

For the fifth year's experience, an additional \$100.00.

## **Clause 3.**

The maximum salary in the Elementary School shall be two thousand three hundred dollars, exclusive of Special Certificates and University Training.

The maximum salary in the Intermediate School shall be two thousand five hundred and fifty dollars, exclusive of Special Certificates and University Training.

The maximum salary in the High School shall be two thousand eight hundred dollars, exclusive of Principal's Allowance for supervision

and Special Certificates and allowance for University Training.

## **Clause 4.**

The allowance for University Training shall be on the following basis:

Forty dollars per University credit to a maximum of six hundred dollars for a first degree. This amount shall be paid in addition to the maximum salaries mentioned in Clause 3.

## **Clause 5.**

Special Certificates: In addition to the amounts mentioned in Clause 3, the salary of a teacher shall be increased if they hold and use a Special Certificate in any subject required by the Board or the Department of Education, on the following basis:

Senior Certificate \$100.00

Junior Certificate \$50.00

## **Clause 6.**

The Principal shall receive an additional allowance of Fifty Dollars per room, including his own, for supervision.

This schedule shall take effect from the 15th day of February, 1948, and shall remain in effect until the 15th day of February, 1949. Negotiations can be reopened by either party thirty days prior to February 15th of any schedule year. If no notice of thirty days' termination is given by either party, this schedule shall be continuous from year to year.

**Fission**—Splitting into two nearly equal parts. This is what happens to uranium-235 and plutonium atoms when hit by neutrons. Some of the mass is converted to energy.

# BUSINESS IN EDUCATION

By FRANK W. ABRAMS

(Reprinted from *The Tennessee Teacher*, February, 1948)

What Frank W. Abrams has said about business in education in the U.S.A. applies equally well to the relationship of business and education in Canada.

**S**UPPOSE you are a businessman and you have been called in to direct the reorganization of an old, established enterprise — American Education, Inc. You enter your office for the first time on a Monday morning and proceed to take stock of the situation.

It is at once apparent that something is wrong. Production is lagging and quality has fallen off. You have an enormous backlog of orders, but a great many of these orders are not being filled. Those that are filled are not up to your traditional standards.

You investigate. The first thing you discover is that you have a serious personnel problem. The enterprise is understaffed, and in many cases poorly staffed. On scanning your wage and salary lists, you find that your scale is far below the prevailing scale; you pay less than other enterprises, and as a result you are having difficulty in getting enough of the right sort of people. Many of those now on the payroll were wartime additions, who, responding to an emergency need, have not had time to gain or maintain qualifications for the job.

Because you are short-handed, everyone is overworked. Your employees are forced to sit up half the night trying to catch up with their work and preparing for tomorrow's

problems. They get no extra pay for this.

As if this were not enough, you find that working conditions are bad. Your plant is frequently old-fashioned, and overcrowded. Some of your equipment is obsolete, and other tools are in such short supply that many of your employees are hampered in their work.

Largely because of factors beyond their control, your operating staff is at a very low level of efficiency.

But that is not all. The product of this enterprise is often out of date. Frequently it no longer meets the needs of the day.

Finally, you turn your attention to your stockholder relationships. You find that you have millions of stockholders, but that almost all of them are ignorant of the business and have little contact with it. They do not come to stockholder meetings. There seems to be an almost total lack of interest or understanding on the part of the people who own the business.

This last is a serious difficulty indeed—in the long run perhaps the most serious. For you can revamp your staff, rebuild your plants and introduce new production techniques, but you know, and every experienced businessman knows, the interest of the owners is a valuable incentive and support to a business.

A point which should be emphasized is this—*American business is one of the largest absentee stockholders in this enterprise.*

If we realize the extent of our "stockholdings"—our stake as businessmen in this business of Ameri-

can education, it will be not too difficult to establish that American business has every reason to help American education. We have something more than the normal interest of the good citizen who wants to see the world in which we live a better world.

**F**IRST, consider our direct selfish interest in people considered as markets. Markets are people. There is impressive evidence to show that the earning power, and therefore the purchasing power, of people tends to be geared to their level of education. Here are some high spots from a study of education and income made in 1927, but undoubtedly relevant today.

Take an untrained man with a grade school education. On the average, he goes to school at fourteen and reaches his top earning power at forty. Since his income is largely dependent on physical strength and manual dexterity, it begins to fall off at fifty or before. At age sixty the chances are better than even that he is dependent on others for support.

The average high school graduate goes to work at eighteen and within ten years is making more than the untrained man ever makes. He rises steadily to his own top earning power at age fifty, and falls off only slightly thereafter.

The average college or technical school graduate does not start steady work until he is twenty-two. By the time he is thirty he is earning as much as the high school graduate does at forty, and his income continues to rise virtually without a break. Since it depends upon mental ability and training, both of which improve with practice, he continues to gain until he retires.

The study referred to is twenty years old, but undoubtedly the

same approximate ratios apply today. At peak earnings generally speaking, a high school graduate earns 65% more than a grade school graduate, and the holder of an A.B. degree outstrips him by 250%.

Today, 50% of those in the highest income bracket are college trained, more than 40% are high school trained, and less than 8% are grade school trained. In the lowest income bracket these figures are almost exactly reversed.

Individual income or earning power is not the only factor that influences the expansion of markets. Education sharpens the desire of an individual for commodities such as books, newspapers, automobiles, better houses, and even the kind of food he eats. Statistical studies show a definite correlation between educational level, earning power, and the consumption of all commodities.

All of which means that the more high school and college graduates there are in this country, the higher standard of living all of us enjoy. That is simply another way of saying that the more graduates there are, the more prosperous customers American business and industry have.

Markets are one side of the coin. But obviously there is another. If education increases income, it also increases productivity. We may say, then, that business depends upon education not only to provide more profitable markets but to provide more productive manpower.

**A**S every foreman knows, a worker who has had some practice in learning at school usually turns out to be better at learning in a factory. He catches on more quickly not only to the *how* of his job, but the *why* of it. His training takes less time. He has a quicker and better grasp of problems and ideas. He is more

apt to think about what he is doing and to come up with useful suggestions concerning it. If he has gone through college, he has had an opportunity to acquire the broader perspective and the capacity to think in terms of ideas and trends, which are indispensable on the higher management levels.

If business and industry could not draw upon a large reservoir of educated manpower, they would be handicapped in every phase of their operations. American education does a job for business and industry. If our hope of an advancing American economy involves reducing costs, increasing individual productivity, and devising better ways of doing things, we must consider we have a major interest in helping American education and educators in their work.

Men without formal education have made spectacular records in America—in business and industry. That is always possible in a democracy. But the man who does that is a man who has succeeded in spite of handicaps. Certainly we cannot argue that business and industry generally can get along on the exceptional situation.

**M**OST of you would probably agree that business and industry today have some of their principal problems and greatest opportunities in the field of human relations. We should not overlook the special value of education in this field. Analyses of public opinion surveys, for example, clearly show that the more education an individual has, the more likely he is to have an opinion. A recent study of the answers to more than 150 questions showed that only 7% of those men and women who had demonstrated that they had informa-

tion failed to express an opinion, whereas 28% of people who had little or no information on a subject said they had no opinion.

The experts in this field are convinced that education produces not only a difference in the volume of opinion, but also a difference in the kind of opinion. People with information are inclined to more moderate opinions, whereas those without information are apt to be extremists.

Business and industry have an ever increasing interest in an educated population—an enlightened electorate. I cannot think of a healthier climate for any private enterprise.

The intelligence and initiative of people is a tremendous "natural resource" of any nation. All other natural resources are meaningless without it. Our position in the world today is not primarily a result of our other natural resources—although we have been fortunate in this respect—but to the ability which we as a people have developed. In this development our educational system has been a vital factor.

**I**F we let our educational system decay, we will gravely injure the foundation of our greatness as a nation. By the same token, if we develop our educational system, expand it and make it stronger, we will be cultivating our greatest national resource, the people of America. And no one has a greater stake in the future of America than American businessmen.

Now, what can we do about it?

The most obvious answer is that business can give money to aid the cause of education. Of course, many corporations underwrite the expense of research projects in college and university laboratories, which they

feel will be valuable to their operations. Others grant scholarships.

These activities are excellent so far as they go, but they do not meet the basic situation which this meeting has been called to consider. We should recognize that endowed educational institutions are no longer able to find so many large private donors. There is a gap here which needs to be filled. Precisely how it is to be filled is hard to say at this time. But it is a problem which is clearly of concern to business and industry.

The matter goes deeper than grants and scholarships. A basic trouble with American education is public indifference. Something has got to be done to educate ourselves regarding the problem. All of us have got to understand it better, because the job which must be done

will not be done by a few, but by the American people.

**T**HE situation which we as Americans should act upon has been ably stated in a variety of forms to reach the American people by the millions. The Advertising Council has done its job. It is ready for presentation either in magazine and newspaper space or on the radio. One service that business can perform for American education is to give this story the nationwide distribution which it deserves.

There is another thing that we as businessmen can do. We can give not only our money and our advertising facilities, but ourselves. If we hope to see this country grow and develop under the democratic system, let us devote ourselves personally to this task as one of our duties as citizens.



"I bought two copies of 'How To Bring Up Your Children'—one for each of my neighbors!"



# THE TEACHER IN THE COMMUNITY

By DAVID SMITH

## FOREWORD

The following information concerning the questionnaire used in this paper may be of interest:

1. 202 copies of the questionnaire were mailed out, each one accompanied by a stamped, self-addressed envelope.

2. To date 111 completed forms (54.9%) have been returned.

3. The forms were sent out in groups of five, except for two single copies. Forty of these groups were sent, one going to each of forty people in different parts of the Province. These distributors were asked to place the forms in homes in their communities. A copy of the covering letter is attached.

4. 31 post offices were on the mailing list, and it is known that at least one completed form came back from each of 27 of these.

5. 36 of the 202 copies were sent to teachers. Of these 19 (52.7%) were returned. The percentage from non-teachers was 54.4%.

6. The questionnaire was sent to people in the following vocations: Farmers, teachers, provincial members, doctors, postmasters, lawyers, bank managers, school superintendents, merchants, school supervisors, housewives, real estate agents, and one hotel manager.

7. A copy of the questionnaire, with score totals affixed, is attached.

**T**HE Canadian Teacher, who a century ago was little more than a retired sergeant-major carrying over his ideas of discipline into the log schoolrooms of Northern Ontario, has, I think, achieved a modicum of professional dignity in these latter days. At least, such a conclusion is justified if one may attach any sig-

nificance to the lip service currently paid to members of the profession. The subject of the importance of our profession has only to be broached at any assemblage of ordinary persons, and at once the air takes on a heavy surcharge of superlatives, all calculated to point up the supreme importance of the task to which teachers, apparently, have dedicated themselves. Altogether enviable terms, such as "noble profession," "life of self-denial", "most important citizens in the community," a life given over entirely to the service of mankind," etc., etc., are often bandied about with such reckless enthusiasm as to leave in the mind of the bystander a quite distorted estimate of the teacher's standing, if not of his actual importance, in the community.

Recurrent exposure, over a period of many years, to extravagant conversations of this kind led me, finally, to the formulation of certain general conclusions concerning the place of the teacher in the community. Some of these conclusions were erroneous, as I shall try to show presently, and others were correct. But, right or wrong, they took many years to develop, and were the cause of quite a lot of thinking of one sort or another, and so, if for no other reason than the grievous pains with which they were

Mr. David Smith is at present registered in the B.Ed. degree program at the University of Alberta. As part of his course of studies in the Faculty of Education he has conducted the interesting and helpful survey described in his article.

brought forth, I shall set down a few of them at this time.

**I**N the first place, there was borne in upon me a tendency among the folk of the community to regard the teacher as a special kind of person—one whose life should be ordered by a code of ethics quite apart from that governing the ordinary citizen. Thus, it was noted, for example, that certain aspects of modern social conduct, such as the use of intoxicating liquor—a practice which is regularly countenanced by many parents as being quite consistent with right living in themselves—are often dismissed summarily as quite inimical to their ideas of right and proper living in a teacher.

A second conclusion that I drew had to do with the ancient belief that teaching is a woman's job, and that any male member of the profession, while perhaps a good enough fellow in an ineffectual and innocuous sort of way, was really "a man among boys and a boy among men." This attitude, I may say, was not universal; but it was persistent, and as such was disturbing. Closely allied to this concept is the idea that only those men who are misfits enter the teaching profession anyway—"Those who can, do; those who can't, teach."

**T**HIRDLY, I concluded that teachers, unlike most other public servants, must always be prepared to talk shop. I noted, as time passed, that while it was never expected of the local postmaster that he take a book of money order forms to the Railroaders' Ball in order to accommodate such of the citizenry as might wish to purchase them between dances, it was considered only reasonable that the teacher be called upon to discuss little Olga's progress with her mother at any

time or place, producing statistics if necessary, and defending promotions, failures, detentions; etc., with promptness and conviction.

In the fourth place, it became apparent that, while no compulsion can be applied to the teacher in this matter, she is generally expected to take a more or less active part in directing the community activities, such as those of the church, the teen-age groups, and the various sports organizations.

**T**HE fifth and last conclusion, that I shall mention in these pages, was to the effect that, for a successful teacher, "business is out". The general consensus seemed to be that a good teacher will be fully employed if he does his work at the school well, and that it is better to abstain entirely from active participation in business enterprises. I shall have more to say concerning this estimate when I come to discuss the results of the questionnaire.

All these and other observations less easy to record on paper have been the occasion, among many teachers, for considerable speculation as to the place of the teacher in the community. In order to gain at least a small cross-section of opinion on this subject, a number of people were asked to complete the attached questionnaire. The number of forms sent out, the number returned, and certain other information, will be found on the page entitled "Foreword" at the beginning of this essay.

It will be noticed that the questionnaire, in addition to recording the reader's opinion objectively, invites comment. These comments were many and varied, and were generally indicated in direct proportion to the reader's interest in the study. One earnest correspondent indicated no choices at all, but used a separate

sheet of paper, whereon each section was answered by a different quotation from the New Testament. I may say that the point in certain of these quotations was reasonably well related to the thought contained in the section concerned. An example of this would be found in No. 1, where, in answer to the section about religious activity, the following quotation was given:

"Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind." Matt. 22-37.

IT was more difficult to discern the relevance of the quotation given in answering the section concerning leadership in sport:

"Wherefore come out from among them, and be ye separate, said the Lord, and touch not the unclean thing; and I will receive you." II Cor. 6-17.

Another, of good Caledonian stock, indicated all his choices carefully, but submitted the following interesting sidelight upon Progressive Education as interpreted in Alberta:

"I think a questionnaire asking for opinions of the system of education now in vogue would be more to the point. The suggestion is offered that the children be taught the principles of ethics, simple arithmetic, spelling and handwriting, and that the Canadian system be based upon that of Scotland rather than upon the somewhat hysterical ideas of the U.S.A."

One lady took the questionnaire to a meeting of the Home and School Association, recorded the consensus of the group's opinions in the spaces provided, and then gave her own judgments upon the back of the page—quite a good idea.

I now propose to spend some little space in commenting upon the returns from this little survey, before

proceeding to the final section of the paper, in which I shall endeavor to draw one or two conclusions, and perhaps make some recommendations.

CERTAIN facts emerge. In the first place, I think it is probably true that teachers are regarded as "different". I wish to emphasize, however, that after thinking this trend over carefully, I am not unduly perturbed by what I conceive to be its implications. To me, this trend of opinion simply means that the teacher is regarded not only as an educationist, but also as a social worker. I find nothing either distressing or humiliating in this particular expansion of the definition of the word "teacher". Still, I believe it is there, and it is borne out in the returns in three ways:

1. Attitude toward "round the clock" duty. It is a convincing and striking fact that, despite the ameliorating effect, upon Question 4, Choice No. 1, of the words "mutually convenient" (I should omit these words if I were to write the questionnaire again; they detracted from the value of this question) it is still true that 83 out of 103 indicated choices show that, provided that it be not obvious that the teacher suffers direct inconvenience at the time of the interview, he should be prepared to discuss school problems anywhere, any time. This is an arresting discovery, I think, and perhaps more complimentary than derogatory. But be that as it may, the very fact that we are not regarded as belonging to the shrewd "see me in the office" class of citizen does mark us out as a different group from the blacksmith and the lawyer—in fact, the average run of folk in the community.

2. The Question of Drinking. The returns show, in 106 choices, 35

plumping for "dry" teachers, 47 quite willing to see teachers drinking in private homes, 21 willing to hire "beer parlor" teachers, and, it is pleasant to note, only 3 marking No. 2, which suggests, surely, a hypocritical and equivocal solution to the problem.

**D**ESPITE these figures, which show only one-third in favor of total abstinence, I feel that a heavier percentage, in actual practice, would be unhappy about a teacher who was known by their children to be a habitual drinker. I base this statement upon comments, fairly common, like that of Mrs. C——. I quote the comment in full:

"Children look on their teacher as a model to follow. If they see that model intoxicated and become accustomed to it, what kind of citizens can we hope to raise for a future Canada?"

"Admirable," you say. "The lady was, of course, one of the 35 who voted for abstaining teachers, and her opinions on the subject are her own business. But you're wrong, you know. Mrs. C—— first marked No. 3 (private drinking) and then crossed her mark out,—*making no further choice*. No clearer proof, surely, could be asked that teachers are different folk. She obviously approves of drinking; that was her first, spontaneous reaction to the question. The opinion must be recanted, however, when she reflects that the person under consideration is a teacher.

3. The Teacher in Business. I confess that I was astonished to discover that 55 out of 106 choices (and this figure ignores the 24 persons willing to have the teacher profitably employed in the writing of texts, etc.) denoted approval of the teacher in part-time business enterprises. I consider this the most

radical upset on the sheet. In my opinion, however, it still shows that teachers are not quite the same as ordinary folk, and I shall try to account for it in the following way:

Most people like men and women of action, who can win their way in a competitive world, and "get things done". There's nothing wrong with the teacher who has vast stores of abstruse knowledge. He's fine. Folk respect him, though he may not speak their language. But the teacher who, to their knowledge, has made \$1,600.00 in the oil market, sold a house at a substantial gain, or doubled his income during the year by selling life insurance—well, he's their man. He deals in tangibles. The other, traditional type of pedagogue, may be a fine man, but he's different.

**A** second general observation can be based on these returns. Nowhere among the 111 replies received (two more have arrived in the past half-hour) did I note any indication that the teacher is still regarded as "a man among boys, etc." Although a good sampling of vocations was touched by this survey, I do not believe that I am being over-optimistic when I conclude that people in most walks of life are coming to a realization of the magnitude and importance of the task confronting the teacher. I am glad to say that the replies of the 19 teachers who sent in replies also shows the same tendency. This observation is the basis of my remark in the first sentence of this paper—that the profession has gained some degree of professional dignity recently.

In terminating this short essay, a few conclusions might be drawn and recommendations made. I shall neither differentiate nor enumerate these, but simply set them down as they come to my mind.

It is apparent, I think, that the teaching profession is regarded very seriously and respectfully by a substantial percentage of the citizens of the country. That is to say, what I called "lip service" on the first page of this essay can, quite justifiably, be taken, in many instances, as the outward manifestation of what are actually quite sincere sentiments and opinions on an important subject.

Further, teacher opinion coincides almost exactly on all five topics with other-citizen opinion. The difference, as shown in percentages, is almost negligible. In the light of this fact, one might hazard the suggestion that no teacher should grumble unduly about popular attitudes in these five areas of activity, since such opinions coincide, to a remarkable degree, with those of his own profession. (I am not forgetting, of course, the fact that this section of the survey may be rendered invalid by the extremely meagre sampling of teachers upon which it is based.)

**T**O my comments, on p. 5 ff above, concerning the apparent opinion of the public that the teacher is, to a degree, a social worker, I wish to add that this popular conception of teacher-function is, potentially, a two-edged sword and can be wielded by the resourceful teacher to strengthen his position in the community. Even those who, quite fair-mindedly, marked such choices as that stating that "the teacher's responsibility regarding sport does not exist outside of school hours," often indicated in their comments that a reasonable attitude toward social activities would be appreciated. I have no hesitation in suggesting, on the basis of my own experience as well as the results of this little survey, that the teacher participate, as much as is con-

venient and sensible, in community affairs. Whether in the field of more intimate and personal work that usually pertains to social workers as such, or in ordinary public enterprises of a worthy nature, it will be found to be poor policy to take too seriously the injunction to "come out from among them and be ye separate".

Lastly, a word about professionalism. It has occurred to me that too few teachers really comprehend the meaning of this term. Granted that in the past far too few teachers have felt any concern about the profession at all; it is also true that many of the "profession-conscious" teachers themselves have, by an unfortunate misinterpretation of the term "professionalism", done its cause more harm than good. These people seem to think that as members of the profession they have, first of all, a certain dignity to maintain, and only with death will they cease from their efforts to uphold this sacred trust. Aggressively, and with a truculence all too often born of frustration, they go about seeking from their fellow-citizens outward and visible marks of respect for a profession whose basic tenets they themselves do not understand. The thoughtful observer of such teachers is often assailed by misgivings as to whether, in their attempts to arrive at a degree of professional dignity comparable with that of the medical and other professions, they do not adopt attitudes so rigid and uncompromising that the job itself is but poorly done.

**T**HESE people are working backwards. They must adopt a different technique if they wish to reach the shining table-lands. A high sense of our very considerable responsibilities, a keen appreciation of the importance of the task we are

trying to do, a healthy pride in any part of that task well done, an impeccable adherence to a fair and salutary code of professional ethics—all these, together with a generous admixture of good honest sweat—these comprise the stuff of which professional dignity is made. When we come to realize this, our professional dignity will cause us no further concern. In fact, as successful and useful members of the community, we shall be too busy to worry about it.

Yours truly,  
DAVID SMITH.

There is a considerable difference of opinion regarding the place of the teacher in the community. This short questionnaire is an attempt to obtain a cross-section of opinion upon this subject. Nothing final or official will emerge from this brief survey; it is simply a study being made of one phase of community life.

111 forms were completed and returned—choices are indicated.

#### **I. Participation in the Religious Activities of the Community.**

1. The teacher should be willing to take part in church activities (Y.P., Sunday school, choir, C.G.I.T., etc.). (31)
2. The teacher should attend divine worship regularly. (10)
3. The teacher should attend divine worship occasionally. (8)
4. The teacher should not be expected to participate in religious activities at all, unless \*he may wish to do so. (58)

#### **II. The Teacher's Responsibility with Regard to Out-of-School Sports.**

1. The teacher should organize and supervise sports activities for all the young people of the community, either during or after school hours. (27)
2. Any out-of-school time that the

teacher spends with sports activities should be spent with his students only. (10)

3. The teacher, out of school hours, should be available in an advisory capacity only. (22)

4. The teacher's responsibility regarding sport does not exist outside of school hours. (51)

#### **III. The Question of Drinking.**

1. All teachers should be total abstainers. (35)

2. Any teacher is entitled to take a drink, but should do so when away from the community where he is employed. (3)

3. Any teacher may drink in a private home, but not in a public place, where his students or others may watch him, (e.g., at a dance, in a beer parlor). (47)

4. As a citizen, a teacher may drink when and where he pleases, outside of working hours. (21)

#### **IV. The Teacher on Call for Consultation Out of School Hours.**

1. Any teacher should be prepared to discuss with parents such student problems as progress, discipline, health, etc., at any mutually convenient time or place. (83)

2. Such discussions should be conducted after school hours, but at regular, pre-arranged times, in the school building. (14)

3. Any out-of-school consultation should be barred, unless of the nature of an emergency only. (2)

4. All parent-teacher discussions concerning students should be conducted in the school, during school hours. (4)

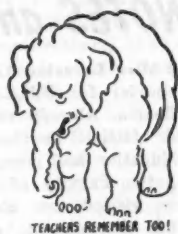
#### **V. The Teacher in Business.**

1. Teaching is a "full-time job", and no teacher should take an active part in any business enterprise in the community. (27)

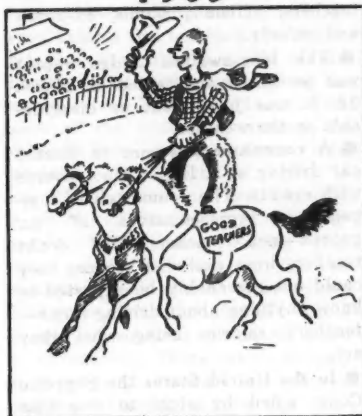
2. A teacher may supplement his



# WHY ALBERTA IS SHORT OF TEACHERS



1935



1940



1945



1950?



## NOTES and COMMENTS

● Miss Lorraine Goverman, roving reporter for R.E.S., has arrived in Alberta. Already she has interviewed officials in the Department of Education and members of the staff of the Faculty of Education. She has visited two Edmonton schools and, through the courtesy of Mr. W. E. Frame, Mr. W. E. Hodgson and Mr. E. Parr, Miss Goverman has travelled by bus, car and dog sled to Calling Lake, 50 miles north of Athabasca.

● In Canada, one of the biggest handicaps in any rebuilding program for our schools, is the smug attitude of some of the "Pooh-Bahs" in education. Too many of our leaders are worried in case the people discover the near collapse of our schools and have developed a protective screen somewhat akin to sleeping sickness or myopia.

● One of Canada's totally unenlightened leaders in education stated that the conditions Dr. Benjamin Fine describes in his book, "Our Children Are Cheated," might be

income by writing texts, etc., inasmuch as his students will benefit by the proficiency that he must attain in order to write such professional material. (24)

3. A teacher may engage in business enterprises (newspaper reporting, life insurance, week-end book-keeping, etc.) provided that such activity does not interfere with his normal duties. (15)

4. A teacher should be free to engage actively in business to any extent, provided that such activities do not interfere with his normal duties. (40)

\* The pronouns "he" and "his" are to be regarded as impersonal, and remarks made concerning them are equally applicable to both sexes.

found in the States but that schools in Canada never got that bad.

● Instead of a silly and futile argument as to how good or how bad our schools are why can't some of our less prejudiced teachers do what Dr. Fine did before he said anything—spend a few months looking over our schools; all kinds of schools where they can talk to the teachers, officials, pupils, ex-pupils and parents.

● The long-awaited Judge report was presented and tabled on March 24. It was just about as disagreeable as the weather.

● A committee has met to discuss car driving as a High school course with credits. The committee is composed of representatives of six groups—not teachers. No doubt teachers were excluded because they could not reasonably be expected to know anything about driving a car—teachers' salaries being what they are.

● In the United States the Supreme Court ruled by eight to one that Public school boards "must stop making religious instruction available to its pupils in school buildings and on school time." The case developed when a mother complained that her son was "embarrassed" by being the only child who did not take religious instruction in a classroom in a school in Illinois. She asked the Supreme Court to stop the whole thing. That is what the Supreme Court's decision means the Illinois authorities must do—the other states with schools giving religious instruction as well.

● A Reading and Selection Committee, with Mr. T. D. Oviatt as general convener, is examining available books for the Bibliography Bulletin, which is to key with Bulletin II of the Elementary School Program.

Source material for enterprise work either in printed or in manuscript form presented by teachers should be channelled through the Superintendent to the Department of Education.

● That teachers should be simple, timid, patient missionary characters is the opinion of some people, and when teachers do not follow this traditional pattern, promoters of missions-for-the-other-fellow are surprised, hurt and angry. These persons argue that teachers should not always belittle the teaching profession but that they should speak of the glamour of it with emphasis not on money—the filthy stuff—but on some of the missionary aspects, in order to lure young people into teaching. This sort of talk is one of the reasons that Alberta is short of teachers. Too many people have been looking for young men and women full of missionary zeal, anxious to give their lives to teaching just for the ideals of service, counting money of little or no account. There aren't enough of these people to staff our schools. Besides, missionaries are for missions. Our schools need teachers.

● Only those people who place service before service should speechify about "the nobility of the calling," "the bulwark of civilization," "the guardian of democracy," "the satisfaction to the soul," etc., etc.

● Such talk really harms teaching. It makes people think that teachers are peculiar people. Teachers want to be like other people, doing a job because they like it, because it is important, because they have fitted themselves for it. For their services to society, they want to get the public and financial recognition that the job warrants, in prestige and in money, and not in "mealy-mouthed philanthropies."

● This summer the lecturer in Philosophy of Education (Educa-

tion 492) will be Dr. Rupert C. Lodge, author of "Philosophy of Education," Harper Brothers, 1947. He is coming to us from the University of North Carolina.

Miss Marjorie Pratt, who is head of the Department of Reading in Spokane, Washington, will be instructing in Education 322, giving special emphasis to the Psychology and Supervision of Reading in the Elementary School.

Courses of special interest are being offered in the fields of Guidance and School Libraries. A Workshop in Elementary Education is planned for those teachers desiring a refresher in modern elementary education.

In the field of Arts and Crafts, (Education 152), Miss Dorothy McIlvain has been appointed. She has studied at Teachers' College, Columbia University, New York; at the School of Art, Chicago; and at the International School of Art, Mexico. She is Director of Art in Spokane. From advance notices, we can expect new inspiration in this department.

#### SCIENCE BRIEFS

**Atoms**—Building blocks of matter; they consist of a heavy nucleus surrounded by electrons, like a solar system. There are many different kinds of atoms. Atoms combine in molecules to form familiar chemical substances. An atom is less than one billionth of a foot in diameter.

**Neutron**—Nuclear particle whose weight is approximately equal to the weight of a hydrogen atom. It has no electric charge.

**Atomic Number**—Atoms are classified by weight and number. The atomic number is equal to the number of protons in the nucleus and to the electrons in orbits. There are natural atoms with atomic numbers from 1 (hydrogen) to 92 (uranium).

# This Is How Some Teachers Live

By MISS LORRAINE GOVERMAN

Miss Lorraine Goverman, reported for R.E.S., will be in Alberta for at least six weeks, during which time she will visit all types of schools in all kinds of districts. This is Miss Goverman's first article to appear in the Magazine — others will follow.

**O**N the grounds of a two-room school a few miles outside an Albertan city stands a battered red and silver trailer. Inside is a bed piled with worn quilts, a table and chair, and a coal stove. Light comes from a coal-oil lamp, water from the pump in the schoolyard.

That's "home" for the school's junior teacher. "Couldn't find a place to board during the war," she explains. "I lived for a while on a farm in a cabin that had been for the hired man. Then I got the idea to get a trailer. Bought it in 1944 for \$400. I like it because I can always move it near company." This year her neighbor is the school's other teacher, who lives in the small frame teacherage near the school.

Trailer home-life makes almost impossible such niceties as entertaining friends or acquiring a library, or even keeping one's clothes fresh-looking, but few country teachers do better.

Country teachers often live more crudely than the people whose children they are supposed to be setting an example and preparing for the good life. And generally they live alone. You can't get much of a family into a teacherage.

Take young Mr. J——, principal of a two-room ten-grade school not far out of Edmonton. This year, his thirteenth as a teacher, he is teach-

ing social studies, algebra, biology, bookkeeping, music, typing and art, among other subjects.

**W**ITH his wife and three-year-old daughter he lives in a tiny teacherage. The bedroom is just big enough for an iron double-bed and a crib. The narrow kitchen holds a drop-leaf table. In the parlor is the black coal stove, a slip-covered couch and chairs, a piano, some books.

At her ironing board, which stands half in the kitchen and half in the parlor, the wife says, "We didn't have any electricity at the last teacherage. Had to heat my irons on the stove. It's wonderful to be able to use an electric iron."

In another teacherage, the teacher notes, looking at her two rooms, "This is about average. Though it's the first time I've had electric lights." The walls are covered with cheap paper wallboard. The front-room boasts makeshift wooden cupboards, with curtains instead of doors to keep out dust, and a coal stove for both heating and cooking. The bedroom is just big enough for the inevitable iron bed. A naked bulb dangles from the ceiling in each room.

On the table is a pan full of greyish soapy water. "There's a pump right by. Last teacherage we had to carry the water quite a distance." The privy is the same one used by the forty or so children in the school. Not all of the most primitive teacherages are in the "bush" up north. One such is a log shed chinked with mud. Inside clothing hangs from nails on the walls. There's a double-bed for the teacher and her young son, a coal stove, a small table.

(Continued on Page 43)

## Re 1947 INCOME TAX RETURNS

**P**ERSONAL income tax returns, covering the calendar year 1947, must be filed on or before April 30, 1948, with the Director of Income Tax at either Edmonton or Calgary, depending upon past practice and the part of the province in which a taxpayer resides.

Single persons whose gross income exceeded \$750.00, and married persons whose gross income exceeded \$1,500.00, during 1947, or, if less than these minimum amounts, was subject to deductions of tax at the source, should file returns.

Three forms of return are available to taxpayers, other than farmers, for the filing of income tax returns. Form T1-Employees is combined with the "T4 Slip" received by an employee from the employer and is restricted in use to those who can answer "No" to all the questions on the reverse side of the form. It is not recommended for individuals such as teachers who may claim a deduction such as A.T.A. fees from their salaries.

Form T1-Special will be used by most persons with incomes of less than \$3,000.00 whose income from investments, rentals, annuities, etc., is less than \$1,500.00.

Form T1-General should be used by persons with income in excess of \$3,000.00, or who received income from the Armed Forces against which an armed forces tax credit may be claimed, who received or paid alimony or a separation allowance, was in business for himself as a proprietor or partner, or who had investment income in excess of \$1,500.00.

### **T**XABLE income includes:

1. Salaries, wages, bonuses, commissions, or other remuneration received for services rendered.

2. Value of board, free rent, free house, or living allowance received from the employer as part of the remuneration.

3. Rentals received for property rented to others, less expenses paid out in connection therewith such as rental agents' commissions, taxes, insurance, repairs and renewals, utilities supplied, interest paid on money owing on rental property, caretaker's or janitor's wages and supplies, and depreciation at the rate of 5% per annum on frame buildings, 2½% on brick buildings, and 10% on furnishings, if any.

4. Dividends paid to you during the year, whether received or not, less depletion allowances on mining and oil producing company dividends.

5. Interest on savings bank deposits credited during the year, less charges by the bank for operating the account; interest received by cheque on fully registered bonds; interest received by bearer bond coupons cashed during the year; interest received during the year on money loaned to anyone. Such interest income may be reduced by the deduction of carrying charges paid for money borrowed and re-loaned by the taxpayer or interest paid on instalment purchases of bonds, etc.

6. Income from an estate or trust which accrued to you during the year, whether received or not; but not a bequest or distribution received out of the capital of an estate.

7. Annuities received to the extent only of the income or interest portion of the amount received.

8. Alimony, separation or maintenance allowances received from a former spouse under a court order or separation agreement.

**D**EDUCTIONS allowable against income include:

1. A.T.A. fees paid, or deducted and remitted by the employer.
2. Contributions made by a taxpayer through payments or payable deductions to an approved pension scheme such as the Teachers' Retirement Fund.
3. Expenses incurred in earning commissions, such as travelling, hotel and meals while away from home on business, car expenses, etc.
4. Expenses incurred in connection with income such as rentals, dividends, interest, etc., as given in Items 3, 4 and 5 of taxable income above.
5. Alimony, separation or maintenance allowances paid to a former spouse under a court order or separation agreement.

**B**Y subtracting the allowable deductions from the total income, the Net Income is determined. From Net Income three types of deductions are allowed to arrive at Taxable Income:

1. Charitable Donations paid during the year, such as Church, Red Cross, Community Chest, relief drives, community organizations, educational institutions, etc., where the general public or community derive benefit rather than an individual, up to a maximum of 10% of Net Income and providing receipts are filed with the return.
2. Gifts to the Crown made by a wife to reduce her income below \$750.00 and enable her husband to claim married status, or vice versa, or made by a dependent to reduce his income to \$400.00 and enable his parent to claim him as a dependent.
3. Medical expenses in excess of 4% of Net Income which have been incurred and paid during the tax-

tion year or in a 12-month period ending in the taxation year (e.g. October 1, 1946, to September 30, 1947) by the taxpayer or any of his dependents, and providing receipts for all the payments are filed with the return. Allowable payments include those made to hospitals, nurses, dentists and medical practitioners such as doctors, chiropractors, osteopaths, etc., payments for an artificial limb, brace for a limb, or a hearing aid. They do not include costs of eye-glasses, drugs, medicines, etc.

**F**ROM Taxable Income is deducted allowable exemptions, which are as follows:

1. \$1,500.00 in the case of a married man or woman who supported his or her spouse during the year other than by alimony or separation allowance and where the spouse's income did not exceed \$250.00; a person separated from his or her spouse who maintains a "self-contained domestic establishment" and supports therein a person dependent upon him and who is connected by blood relationship, marriage or adoption, subject to certain age limitations; a person who had a son or daughter wholly dependent upon him for support, subject to certain age limitations.
2. \$100.00 for each dependent for whom the taxpayer was entitled to receive Family Allowances.
3. \$300.00 for each dependent who was not qualified for Family Allowances, subject to certain age limitations, etc. In this connection, it is interesting to note that if Family Allowances are received for a dependent for less than the full taxation year, the exemption of \$300.00 may be claimed. That is, if a child reaches his 16th birthday during or before



November, the \$300.00 is allowable; if the child becomes 16 in December, Family Allowances for the full year will be received and only \$100.00 exemption is allowable.

4. \$750.00 in the case of single persons, or those persons otherwise qualified as married persons but whose spouse received income in excess of \$750.00 during the year.

**I**T SHOULD be noted that where a spouse's income exceeds \$250.00 but does not exceed \$750.00, the married exemption of \$1,500.00 is reduced by the amount by which the spouse's income exceeds \$250.00. Where the spouse's income exceeds \$750.00, husband and wife are only entitled to an exemption of \$750.00 each. Cases do arise where a wife's income is only slightly in excess of \$750.00, and in such an instance the husband would only receive an exemption of \$750.00 instead of \$1,000.00 if his wife's income were exactly \$750.00 or less. Relief is provided to taxpayers under the administration of the Income Tax Act whereby a spouse's income may be reduced to \$750.00 or less by the deduction therefrom of allowable charitable donations and medical expenses and where these may not be sufficient, by a Gift to the Crown of the amount still in excess of \$750.00. Such donations, medical expenses and Gifts to the Crown used to effect such a reduction may not also be claimed by the other spouse.

Another interesting situation arises where a person, who is unmarried, widowed or separated and is supporting a dependent child, or who is unmarried, widowed or separated and is supporting a dependent in a "self-contained domestic establishment", is claiming married status. Due to an omission in the wording of the 1947 amendments

to the Income Tax Act, there is nothing at present in the act to prevent such a person from also claiming a dependent's exemption in 1947 for such a child or dependent. In previous years the use of one such dependent to establish married status automatically eliminated that dependent for any further claim, and only additional dependents could be claimed as such.

After deduction of exemptions from Taxable Income, the Net Taxable Income is determined, and on this figure the Tax Payable is calculated in accordance with the tables provided on Forms T.1-Special or Form T.1-General, whichever form is being used.

**W**HERE the tax computed as payable is less than the actual tax deductions made by the employer, and a refund is due, a return should nevertheless be filed showing the over-payment. When verified by the Department a refund will be made. Similarly, where a person is not taxable but has had tax deductions withheld by the employer, a return should be filed showing the over-payment in order to receive a refund.

While this outline covers the more common items concerning the composition of Taxable Income and allowable deductions and exemptions, it does not pretend to give full details of all items mentioned or cover items of income and deductions which arise in only a limited number of cases. Complete details may be obtained, in a form easily understood by the laymen, in publications which are reliable and which may be purchased at most book and stationery stores and news agents.

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**Thorium**—Heavy element with 90 protons and 142 neutrons in the nucleus. A possible source of atomic energy, when used with uranium.

# SUGGESTED TIMETABLE FOR ONE-TEACHER RURAL SCHOOLS

## Grades I - VIII

PREPARED BY

G. K. HAVERSTOCK,

Faculty of Education, University of Alberta.

### NOTES:

1. Periods in Capital Letters represent the teacher's presence with the class. Periods in small letters represent pupil time.
2. The time distribution within each block of time is left to the teacher.
3. The Physical Education period is to be used with the afternoon recess period. This will give a 25-minute period daily.
4. Music is taken with whole school Tuesday and Thursday; Art with whole school Monday, Wednesday and Friday. There should be a 5-minute period with Grades 1 and 2 for rote singing and matching tones. In schools with radios, the period from 2:00 to 2:30 may be used for School Broadcast Programs.
5. Reading:
  - (a) During the reading period beginning at 9:15 Grades 2 to 6 prepare reading lessons from the basic reader by reading silently to find answers for guiding questions which may be written on B.B. Reading activities which follow the teaching period may be workbooks or enrichment activities.
  - (b) During the directed reading period beginning at 1:00 p.m. all children in Grades 1 to 6 read from different readers, other than the authorized readers in use in that school, under the guidance of the teacher. These readers should be one grade level below the reading grade level of the child. Those children who are not yet able to read independently may be allowed to look at picture books and continue reading readiness activities.
  - (c) Free reading may be carried on during spare time.
6. Arithmetic: It is not necessary to teach a lesson to each grade every day. Before starting the lesson in any grade see that other classes are able to do work assigned. In review and drill work two classes can be combined.

**Make the Timetable Fit the School**

**Do Not Make the School Fit the Timetable**

**SUGGESTED TIMETABLE FOR ONE-TEACHER RURAL SCHOOL**  
**Grades I - VIII**

Time	Blocks of Time	Grade 1	Grade 2	Grades 3 and 4	Grades 5 and 6	Grade 7	Grade 8	
9:00-9:15	15 Min.	Opening Exercises: Lord's Prayer, Music, Current Events, Morning Health Check-up, Nature Talks, Instruction in Correct Use of Flag. This period should be carefully planned by different pupil groups, under teacher guidance. (All Grades)						
9:15 to 10:15	60 Min.	READING Reading work-books. Enrichment activities such as modeling, drawing, construction.	Preparation for reading. READING Reading work-books.	Activities based on Enterprise. READING Reading, S.W.	Activities based on Enterprise. READING Reading, S.W.	Project work for 40 min., based on opening exercises, social studies and other work for the day. LITERATURE M.W.F. READING and SPELLING and LANGUAGE T. TH. (Grades 7 & 8 combined)		
10:15 to 10:30	15 Min.	WRITING N.W.F. Writing Activities T. TH.			WRITING T. TH. Writing Activities M.W.F.			
10:30 to 10:45	15 Min.	RECESS: (Drinks of water, toilet and play) Supervised Play. Outside when possible.						
10:45 to 11:15	30 Min.	LANGUAGE and SPEECH TRAINING. Grades 1 and 2 combined. Language S.W. Spelling Grade 2.	SPEECH TRAINING LANGUAGE and SPELLING	SPEECH TRAINING LANGUAGE and SPELLING	Study period. Reading and Literature of Spelling and Grammar.			
11:15 to 12:00	45 Min.	NUMBER WORK. (Twice a week. Grade 2 alone for formal work.) Number S.W. Grade 1, may be dismissed at 11:30.		Arith.	Arith.	Arith.	Arith.	
12:00 to 1:00		Noon Intermission: Lunch Period—hot lunch during winter months, at all times, if possible; hands washed; lunch eaten at tables or desks. Teach table manners. Social conversation. Play period.						

Time	Blocks of Time	Grade 1	Grade 2	Grades 3 and 4	Grades 5 and 6	Grade 7	Grade 8
1:00 to 1:20	20 Min.	READING Reading S.W.	Grade 2 Number S.W. READING	Grades 3 and 4	Grades 5 and 6	Grade 7	Grade 8
1:20 to 1:40	20 Min.	ENTERPRISE T. TH. Activity Period N.W.F.	ENTERPRISE M.W.F. Teacher to spend this time according to needs of each class. Art M.W.F. Elementary Science. T. TH.	Directed Reading.		Library Period.	
1:40 to 2:20	30 Min.		MUSIC: Whole School. T. TH. ART: Whole School. M.W.F.				
2:20 to 2:30	10 Min.		Organized Games—for all grades. Supervised Play.				
2:30 to 2:45	15 Min.		RECESS: Supervised Play.				
2:45 to 3:10	25 Min.		Grades 1 and 2 may be included with other grades for Health and Elementary Science or have work period in Enterprise.	HEALTH M.W.F. ELEMENTARY T. TH.			
3:10 to 3:30	20 Min.		Grades 1 and 2 may be dismissed or informal play corner may be developed in classroom where quiet games with dominoes and other materials may be enjoyed.	Supervised study and planning for Grades 3 to 8. Teacher plans work with pupils for long periods next morning. Teaches how to study. Friday may be used for club meetings, Junior Red Cross, Students' Union.			

# 'In Due Season' Rich Novel of Alberta's Bush Country

(Reprinted from *Toronto Daily Star*, December 1947)

WITH the winter-thin horses Whisky and Rum pulling the loaded wagon, Lina Ashley turned her back on the dried-out farm in the Alberta dust bowl and started the 300-mile trek up north to the bush country. With her went her little girl, Mary Belle, whom everybody called Poppy. And also old grandpop, Benjie Farrel, who had been a cowboy in his youth but who now couldn't do much more than play his fiddle. There were, too, the tattered black-and-tan dog Gypsy, and the mare Queen. But no husband.

Lina told folks he had gone on ahead to build a log cabin and barn at Bear Claw. But whether he would be there when they arrived, she had no idea. For Sym, although full of charm, was shiftless. He had a weakness, too, for cards and booze. So when Lina and her care at long last reached Bear Claw it came as no surprise to learn that Sym had flitted into the unknown.

There, then, are the makings of "In Due Season" (Oxford University Press, \$2.50), a first novel of much vitality, sharp observation and uncompromising honesty which won an Oxford-Crowell fellowship for Christine van der Mark.

## Taught in Alberta's North

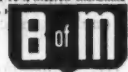
The author's father came from the Netherlands and her mother from England, but she herself was born in Calgary. Having obtained her B.A. and M.A. from the University of Alberta, she now is an instructor in English at that Edmonton institution. But she also has spent a number of summers teaching out

beyond the end of steel in sections of Northern Alberta similar to those she describes in her novel, on which she worked for two winters before submitting it in the contest where it was adjudged one of the two winners out of 196 manuscripts.

THE protagonist of "In Due Season" is a woman who is the victim of fate. Lina apparently was not by birth either harsh or cruel. But, deserted by her husband, she called upon her depths of determination. Grimly she fought the stubborn soil to wrench from it a living. Then, habituated to a tooth-and-nail struggle, she showed little more com-

working  
with Canadians  
in every walk  
of life since  
1817...

MY BANK  
TO A MILLION CANADIANS



BANK OF MONTREAL

passion with her neighbors when it was a question of getting ahead.

Lina knew that "in due season, we shall reap, if we faint not." But she forgot that other admonition: "Be not deceived; God is not mocked; for whatsoever a man soweth, that shall he also reap."

#### Lost All in Winning

What Lina reaped was the whirlwind. When her husband Sym finally drifted back with a horse, Big-Enough-Girl, which he'd won in a poker game, he could stand Lina's ruthless driving for only so long and then he wandered off again, eventually to run a pool room in a nearby town. Old Benjie sacrificed his beloved violin to help his daughter effect some land-grabbing, of which at heart he did not approve. Worst of all, Lina was more and more alienated from her honey-haired daughter Poppy, who had fallen in love with a handsome breed called Jay, whose name signaled the fact that the jays had been squawking outside the Indian cabin when he arrived in the world, son of an unknown father.

It is the half-breeds and Indians who give this novel its distinctive flavor. This reviewer knows of no book, either of fiction or fact, in which the Metis come so pulsatingly to life as they do here. They are as memorable as their names—Jack Two Knives, Frank Pretty-Nice-Man, Bill Manydogs, Enoch Owns-Six-Horses, and so forth. They all wear the same denim overalls and the same buckskin moccasins (sometimes under rubbers) but each is a character in himself.

THE same holds good for many others in the polyglot settlement—Olga Panachuk, Sven Jensen, Wong the storekeeper, Tudor Folkes the cobbler-magistrate, Brother Conrad the revivalist, Zachariah Olen-

ski, the widow Howe. Indeed, Lina is less well realized than many of the minor characters in the tale.

#### Well-Pictured Scenes

The novel's plot and personalities are developed skilfully through episodes like the dance in Tiger Lily school, the shooting of Olen-ski, the trial of the contraband beaver trappers, the discovery of the moonshine still, the Indians and breeds whooping it up at "Treaty" after having received their annual cash pittance from the Crown.

OVER it all flashes the aurora borealis—great gashes of greenish light tearing up into the blackness of the sky. And there is the homesickness of the prairie folk who, after gazing across measureless miles, feel imprisoned by the bush. Strange to them were the hooting of the deep-feathered owl, the scolding of chipmunks in the spruce, the chatter of the Canada jay, the thrumming of the partridge, the wind making the branches creak and the old trees groan while at night wolves howled, deeply hidden in the forest.

If "In Due Season" lacks something of the sweep and drive which Steinbeck gave to his trek of the Okies in "The Grapes of Wrath," it nevertheless earns a place on the same shelf through the authentic atmosphere and the rich regionalism which it brings to a not dissimilar theme.

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## Official Bulletin, Department of Education

No. 112

### AUDIO - VISUAL AIDS

#### Educational or Teacher Training Films

Three films of a pedagogical nature have been added recently to the Audio-Visual Aids Branch Library.

**Near Home** is the account of a class of Grade VI or VII pupils of Bishop Auckland school, England, who—following the tactful suggestions of a teacher—become interested in studying their own district “from the viewpoint of history, geography, etc., and finally are able to present a comprehensive exhibition of maps, facts and statistics to the local population.”

**The Teacher as Observer and Guide** may be considered to be a film on character education. It gives sequences from actual classroom practice showing the part played by a resourceful teacher as observer and guide of pupil growth. Slow learners receive individual attention in solving their problems. Guidance techniques replace arbitrary discipline in dealing with behavior problems. A citizenship lesson emerges from a teacher's wise handling of poor sportsmanship on the playground.

**Wilson Dam School** is a film depicting the activity program in operation in an elementary school in U.S.A. “Excellent film to show a school designed to take care of the needs of children in the elementary school. The experiences of children, the democratic planning together of teachers and children, and the use

of the community as a laboratory for learning, help point the way for the enrichment of programmes in our elementary schools. May be used to show parents, children, clubs.”

#### ADDITIONAL APPROVED BOOKS IN GUIDANCE

##### Reference Material.

1. Guidance in Educational Institutions — Thirty-seventh Yearbook, National Society for the Study of Education.

2. Guidance in Public Secondary Schools—edited by A. E. Traxler. This book is particularly valuable for its material on case studies.

3. Practical Handbook for Group Guidance—Barbara Wright. W. J. Gage & Co., 1948. Valuable suggestions for group guidance may be obtained from this book.

##### Two New Books for Students.

1. Your Plan for the Future—Detjen and Detjen. McGraw-Hill Book Company.

2. 4-Square Planning for Your Career—S. A. Hamrin. W. J. Gage & Company.

The above books may all be obtained from the School Book Branch, Department of Education, Edmonton.

### DEPARTMENTAL EXAMINATIONS

#### Grade IX

##### 1. Reading:

A paper on Reading is to be added to the Grade IX set of examination papers this year. It will be set up for machine scoring. The purpose of this Reading Test will be: (a) to measure



## The Story of Menstruation

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FILM READY TO  
LEND TO SCHOOLS**

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### **MORE FREE TEACHING AIDS**



**"Very Personally Yours"**—a booklet based on the film. Contains supplementary material for review and reference.

**Menstrual Physiology**—large, full-colour chart for use by instructor during lectures. Shows the menstrual process in easy-to-follow diagrams.

\*T.M. Reg.

**YOU'LL WANT** your students to see this new motion picture because it teaches them so much. Tells young girls in a calm, straightforward tone much they should know about a natural body function. Removes silly superstitions, conquers needless embarrassment. Points the way to mental and physical fitness.

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... Copies of the new booklet, "Very Personally Yours".  
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Prof.....

achievement in certain specific reading abilities; (b) to diagnose reading difficulties.

## 2. General Science and Mathematics:

One section of each of the General Science and Mathematics papers will be machine scored. Questions for machine scoring are of the multiple-choice type and are based mainly on basic concepts, principles and skills.

### Grade XII

#### 1. Trigonometry and Analytical Geometry:

Departmental examinations on this subject will be based on both the Sprague and Cook textbooks. Although the new Sprague book is in use in all regular day schools, the Cook textbook is being used by correspondence students. Consequently, students will be tested only on such Trigonometry and Analytical Geometry as is contained in both books. Please be advised that the footnote at the bottom of Page 92 (Sprague's text), which reads as follows: "This chapter may be omitted if the instructor does not wish to include the material in his course" is to be disregarded. In other words, Chapter VII on Supplementary Topics is to be included in the Trigonometry and Analytical Geometry course.

#### 2. Algebra 2 and Physics 2:

One section of each of these papers will be set up for machine scoring. These sections will be based on fundamental concepts, principles and skills chiefly; questions used are of the multiple-choice type.

### CHANGE IN REGULATIONS

Hereafter, students who receive a "C" standing on the Grade IX examinations are not, necessarily, restricted at the Grade X level in every subject. For example, a student who obtains a "C" standing in

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Grade IX but who gets an "A" or an "H" in Mathematics, may proceed directly to Algebra 1 or Geometry 1 if he so desires. Similarly, a student who obtains a "C" standing in Grade IX but who gets an "A" or "H" in Science may proceed directly to Physics 1 or Chemistry 1. Also, a student who obtains a "C" standing in Grade IX but who gets an "A" or an "H" in Grade IX English is not to be restricted in Grade X English. All other restrictions continue to apply.

### EMPIRE DAY PROGRAM

Superintendents, principals and teachers are asked to give early consideration to the preparation of a suitable program for the observance of Empire Day.

Father: Yes, you can ask a question, but make it short.

Small Son: Well, when a doctor gets sick and another doctor doctors him, does the doctor doing the doctoring have to doctor the doctor the way the doctor being doctored wants to be doctored, or does the doctor doing the doctoring of the doctor doctor as he wants to doctor?

The 80-year-old man, who was as unconscious of his age as a 20-year-old, came in the house one day wet and muddy from the knees down. "I wanted to cross the creek to see about the cow," he explained. "I used to jump it clear and easy, but now every dang time I try I land in the middle. Guess I just ain't noticed it getting wider."

## Summer School Railway Rates

To The Editor:

We are pleased to advise that the following arrangements have been authorized in connection with the summer schools being operated by the University of Alberta this year.

### Territory

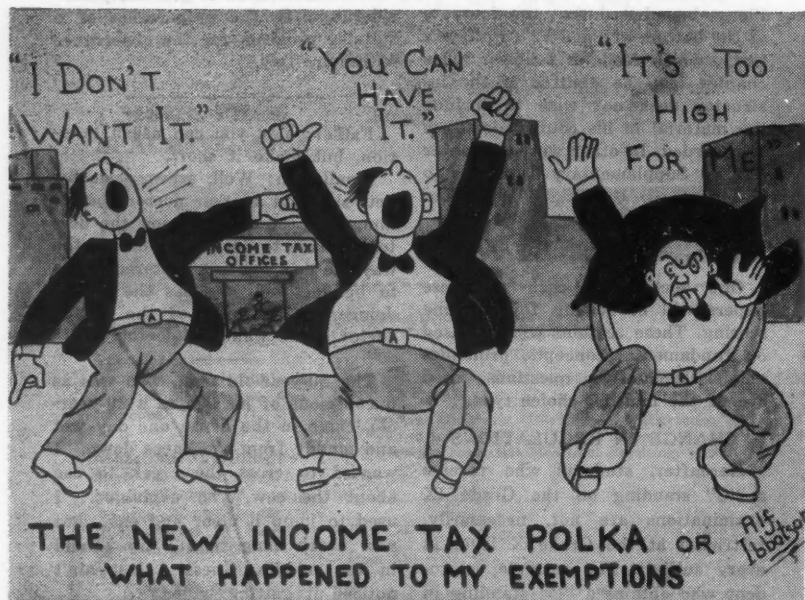
From all stations in Canada (Port Arthur, Armstrong west). These arrangements will be tendered to our Eastern Lines if you expect attendance from Eastern Canada, and so advise us.

### Fares and Conditions of Sale

(a) Going Trip—During period three (3) days prior to opening date and first three (3) days of Summer School (Sundays excluded in both cases) teachers, pupils and depend-

ent members of their families may purchase one-way tickets from point of origin to destination, at which Summer School is located, at the normal one-way first class, coach class, intermediate class or special coach class fares and should obtain from Ticket Agent when purchasing ticket a **Standard Convention Certificate**, properly completed.

(b) Return Trip—During period of not more than three (3) days (Sundays excluded) after closing date of Summer School, agents at points where Summer Schools are located will honor Standard Convention Certificates, when properly signed by the Principal or other authorized officer of the College, and issue one-way tickets to original point of origin as shown on the certi-



ficate, at one-third ( $1/3$ ) of the normal one-way first class, coach class, intermediate class or special coach class fares.

(c) Arrangement applies regardless of number in attendance and validation by Special Agent is not required.

(d) Tickets for the return trip must read via the same route and be of same class as used on going trip, as indicated on the Standard Convention Certificate.

#### Return Limit

Tickets on the return journey to be limited to thirty (30) days from closing date of Summer School.

#### Stopovers

Stopovers will be permitted en route within limit of tickets.

#### Baggage

Baggage may be checked in accordance with lawfully filed tariffs.

In order that proper notification may be placed in the hands of ticket agents at an early date will you please advise by return the opening date and closing date of the various courses at the Summer Schools being operated by the University of Alberta.

Yours truly,  
ROY H. POWERS,  
Vice-Chairman.

#### THIS IS HOW SOME TEACHERS LIVE

(Continued from Page 30)

"The only good teacher who'd live up there would be someone with missionary spirit," the school superintendent admits.

"Some of the best and brainiest of our young people were born to be teachers," he adds. "But not to be missionaries."

**Proton**—Positively charged nuclear particle. Nucleus of the hydrogen atom.

April, 1948

## FREE... TO ALL TEACHERS THIS USEFUL BOOK ON THE STORY OF COTTON—

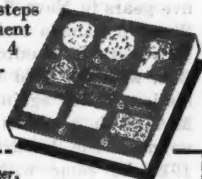


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## OBITUARY



D. L. SHORTLIFFE, M.A.

**D**ELBERT Llewelyn Shortliffe was born in 1885 in Digby County, Nova Scotia. He attended the Truro Normal School. He was married in 1910. After teaching five years in Nova Scotia he came to Western Canada and enrolled at the University of Manitoba. He took his B.A. with the Gold Medal in Mathematics. He led again in work for his M.A. with a thesis that was pronounced one hundred per cent. In 1918 he came with his family to Edmonton to join the staff of Victoria High School.

He is survived by his wife, three sons, J. Newton of Edmonton, Ernest C. of Edmonton, Dr. Glen, Professor of French, Queen's University, Kingston, a brother, five sisters and seven grandchildren. Glen, Ernest and Hance, the youngest son, who gave his life serving with the R.C. A.F. in World War II, were all

popular students in Victoria High School.

He was stricken with a heart seizure Tuesday while conducting a night class at Alberta College and died within a short time.

C. O. Hicks, principal of Victoria High School, said: "Mr. Shortliffe was widely recognized as a master teacher and pupils considered it a necessary part of a liberal education to have belonged to his classes. Mr. Shortliffe possessed a unique and colorful personality. He exhibited such a genuine and kindly interest toward his pupils and fellow-teachers that his passing leaves a niche in the hall of service at Victoria High School which no one else may occupy."

Dr. H. E. Smith, on behalf of the Alberta Teachers' Association, said: "The A.T.A. suffers a serious loss in the death of Mr. Shortliffe.



He was a fighting man always, but he fought only for principles. His weapons were a brilliant intellect, rich and variegated, and a rare combination of gentle and biting humor. His speech was eloquent, satirical and pungent.

"In early A.T.A. days he was the doughty champion of the struggling organization. Of late, his role has been that of the wise counsellor. The association pays a generous and willing tribute to one of its great members."

Dr. G. F. McNally, former deputy minister of education for the province, said: "The news of the sudden passing of Mr. Shortliffe came as a shock to me. I have known him as a teacher of great ability, an eminent mathematician and keen student of public affairs. Always forthright in the statement of his opinions, he was regarded as a doughty antagonist in debate. I shall miss his well-informed pungent comments on current affairs and his cheery good humor."

**W**ITHIN the past year Mr. D. L. Shortliffe completed the following works in mathematics:

1. Integrated Analytic Geometry and Trigonometry for High Schools.
2. "Theoretical Calculus for Beginners"—135 pages with "Preface" (dated Nov. 27th, 1947. Intended for University students of Engineering.)
3. "Algebra"—129 pages (Submitted to the Curriculum Committee.)

#### A LETTER FROM AN EX-PUPIL

Sir: It was with great sorrow that I heard that one of our most cherished teachers at Victoria High School had passed away. I am sure that most students will say with me that we shall never forget the man and his yardstick, walking along

the halls of Vic and joking with the students.

During his periods of teaching at school, Mr. Shortliffe advocated certain principles of plain logic, and asked his students to carry out these principles. Such principles will be carried out by these students!

As one of Mr. Shortliffe's pupils, I must say that I have lost a teacher that I know can never be replaced. His teachings of "Function and Variable," along with his humorous advocations of "the gopher-hole system" of mathematics shall remain with me forever. His principles and teachings have affected my philosophy of life more than have those of any other person I've ever met. I consider it a privilege and honor to have been taught by such a great man, great thinker, and superlative teacher, as Mr. Shortliffe.

I believe there could be no higher incentive to a teacher or anyone who hopes to enter that profession, than a reference to the life of Mr. Shortliffe, who was a born teacher—and died while teaching! Such a man is the most unforgettable character that I have ever known.

Ray E. Craddick.

95A Street.

If we work marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and instill into them just principles, we are then engraving upon tablets which no time will efface, but will brighten and brighten to all eternity.—Daniel Webster.

Good books are to the young mind what the warming sun and refreshing rain of spring are to the seeds which have lain dormant in the frosts of winter.—Horace Mann.

# WOT! NO GRAMMAR

(Reprinted from the *Scottish Educational Journal*)

**B**Y the end of the first term, pupils should be able to recognize the main parts of speech and know particular analysis. . . ."

The foregoing extract is from an interesting document entitled "Modifications in the English Scheme of Work." This document is at present circulating in a certain Junior Secondary School.

We agree that some modification is necessary. Indeed, we go further and say that, so far as our mother tongue is concerned, the teaching of formal English grammar should be eliminated altogether from the curriculum, as an impossibility seriously attempted only by those with little or no conception of the power and scope of language. If freedom and confidence in oral and written usage are the ultimate aims of the English teacher, then the less his pupil knows of grammatical laws the better. Such laws, once known, constrict and bind. Their systematic inculcation confines the pupil within ever-narrowing limits, whilst simultaneously forming in him a mass of quite unnecessary inhibitions. Why shouldn't he say, "I done?" It is colloquial, expressive, forceful—and traditionally correct.

Language is commonly defined as a medium for the presentation of ideas. It is artistic in so far as it is a projection of personal imagery. It is good or bad to the extent that it succeeds or fails in these capacities. Hence to dam the natural flow of free expression by insistence upon conformity to a given set of rules is to defeat the whole object of English teaching. The unwisdom of such a course becomes even more manifest with the realization that the rules insisted upon are not rules at all. Good English simply bristles with il-

logicalities. And to expect, say, a twelve-year-old child to define and classify the infinite variety of units contained in any given passage, is to demand from him a task beyond the limits of most adult intellects.

Despite the unremitting efforts of the pedant and grammarian to reduce our language, after the Latin model to questions of rules and formulae, the fact remains that no amount of definition or classification will ever succeed in rationalizing English usage, or in establishing logical processes as the foundations upon which a knowledge of English can be built.

Theories of grammar and composition are on the same abstract plane as theories of ethics or philosophy. To behave well we need not be conversant with the ethical principles involved. We may think and argue cogently without even having heard of a syllogism. Is it then unreasonable to suppose that we may speak and write effectively without ever having been formally introduced to a pluperfect subjunctive or an aposiopesis?

Sensitivity to sound values and intuitive appreciation, not knowledge of grammatical rules, are the basic factors in good English speech and writing. These qualities may be developed; they cannot be instilled. Whatever latent feeling for words a pupil may possess will be destroyed if his approach to language is by way of parsing and analysis.

**T**HE futility of all grammatical instruction arises from an inevitable conflict between the logical and the psychological. To illustrate. In the junior school the pupil is taught parrot-fashion to define a noun as "the name of a person, animal, place or thing." Since the noun-idea in its

relation to abstract states or conditions is rightly considered too difficult a concept for the child mind to grasp, any reference to the huge class of abstract nouns is omitted, these being later dealt with by a crafty negative approach as "things you can't see, hear, taste, smell or touch." This omission renders the original definition completely valueless. To be valid it must cover all words classed as nouns. Accepting it, however, as the starting point of our illustration, and assuming that the pupil has been thoroughly indoctrinated, it is certainly possible, in set exercises to evoke from him a certain amount of accurate response by carefully selecting examples which will allow his reasoning to run straightforwardly along a single line of grammatically logical thought. But, suppose this single line and another intersect, as in the phrases "prehistoric man," "polar bear," "High Street," "cherry tree." The adjectives are obviously the naming words. The child therefore reasons that they are nouns. His reasoning is correct, yet he is grammatically wrong. In seeking to explain his error by reference to another known definition, that of the adjective as "a word which describes a noun," the teacher may lead his victim further into the morass. In three cases the difficulty may be elucidated, though we have our

doubts about "cherry." Yet how are we to explain that "High," which is so incontestably the name of the street, is at the same time so unquestionably an adjective?

SEEKING a way out of the difficulty, the teacher may, in desperation, amend the definition to "a noun is a word that stands for a person, animal, place or thing." He may even augment it by the addition of "state or condition." He is still wasting his time as the gibbering horde of abstract verbal nouns lurking just around the bend will gleefully testify. In the mind of his pupil he makes a wilderness and calls it "English."

Still writhing vainly in the toils, the sorely harassed grammarian may reply to his tormentors that difficulties such as the foregoing, and others of similar character, may be avoided by teaching that a word is named grammatically in accordance with the work it does in any particular sentence. Even this is misleading. For example, having learned that the verb is the "doing word"—the word for what is "happening" or "taking place" in the sentence—an intelligent child, on being confronted by the sentence, "I have toothache," will reason with undeniable truth that "toothache" is what is happening and

*(Continued on Page 53)*

## SUMMER COURSES

SCHOOL OF THE THEATRE

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DEPARTMENT OF EXTENSION

VANCOUVER, B.C.

## Bursaries in the Oral French Division of the Banff School of Fine Arts

**T**HROUGH the courtesy of the Government of France the University of Alberta's Banff School of Fine Arts, Oral French Division, is able to offer four bursaries to the value of \$65.00 each, to be used towards the expenses of teachers of French in the High Schools of Western Canada, who are recommended for these bursaries by a committee consisting of the Deans of the Faculties of Education and the Heads of the Language Departments in the Universities of British Columbia, Alberta, Saskatchewan and Manitoba, and the secretaries of the Teachers' Associations of these Provinces. Rules governing the bursary are as follows:

1. The Bursary may be awarded either to a student in the Faculty of Education who is going to specialize in teaching French in the High Schools, or to a teacher in the field who is teaching French in a High School, and who has the desire and capacity to profit by a course in the Oral French Division.

2. Bursaries will be awarded only

to students on the understanding that they complete the full 5½ weeks' term.

3. The Banff School of Fine Arts will accept the recommendation of the committee referred to above; therefore applicants for the bursary should make their application directly to the Dean of the Faculty of Education in the Province concerned; or to the Secretary of the Teachers' Association in the same Province.

4. Applications should be in the hands of the above specified persons *not later than April 30, 1948.*

Further information and particulars may be obtained by writing to:

DONALD CAMERON,  
Director,  
Banff School of Fine Arts,  
University of Alberta,  
Edmonton, Alberta.

Then there was the bitter golf match between two Scots under a broiling sun, in which one of them had a stroke—and the other made him count it.

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# Clover Bar School Division Education Workshop and Research Unit

By J. C. JONASON, M.A.  
Liaison Superintendent

## PART II

Part I of this report reviewed the steps taken in setting up the Faculty of Education—Clover Bar School Division Workshop and Research Unit, and the use that had been made of the schools of the Clover Bar School Division in providing facilities for student-teacher observation and participation in rural schools. Part II will set forth as briefly as possible what has been done in these schools in the way of experimental and research work by the Staff and senior students of the Faculty of Education particularly in the fields of remedial and guidance work.

1. A Remedial Reading Programme, under the direction of Miss B. Newton of the Faculty of Education is being conducted in a rural school where such assistance is urgently needed.
2. Miss E. A. Hastie is directing two Health Enterprises in one-room rural schools and in so doing she is giving valuable assistance to two inexperienced teachers.
3. A Parallel Activity in science, along the lines suggested in the latest revision of the Elementary Programme of Studies, was being conducted by a rural school in the Division. Mr. H. A. MacGregor and the Geology Department of the University of Alberta gave the teacher and pupils in this school in bringing this project to a successful conclusion.
4. A time-table to meet the needs of rural schools and which makes provision for giving effect to some of the suggestions of the new Elementary Programme of Studies has been prepared by Mr. G. K. Haverstock and is being tried out

by a number of the rural schools in the Clover Bar Division.

5. Mr. Walker and a large group of students from his French methods classes, spent a very profitable day in the Beaumont School. Here they saw the methods employed from Grade I to Grade IX in supplementing instruction in English with instruction in French. The progress achieved by Division I pupils in reading French and English was demonstrated by various pupils in the primary room, reading extracts from their readers. The Division II teacher demonstrated the methods she employs in teaching English reading to the pupils of Grades IV, V and VI. In the senior room Mother Superior taught an excellent lesson in French grammar, Mr. Walker taught a lesson in French on the geography of France and Mr. Jonason taught a social studies lesson to the class using English as the language of instruction.
6. An English Survey has been made by Mr. H. T. Coutts and a committee of senior education students in a five room high school. A remedial programme based on the findings of this survey is being carried on by the teachers of the school with the assistance of Mr. Coutts and his committee.
7. Mr. Haverstock, Dr. Gillies and Mr. Jonason are conducting a survey in mathematics in one of the larger graded schools of the division. When this survey is completed appropriate remedial work will be undertaken.
8. Dr. Smith is conducting two guidance clinics, one in the senior

room of a two-room school and the other in a three-room high school. Senior education students and Mr. A. A. Aldridge, Director of Guidance for the Department of Education, as well as the Liaison Superintendent are associated with Dr. Smith in this work.

9. Other members of the Faculty, while paying informal visits to the schools of the Division have given special assistance in the field of English, music, physical education and social studies.

Instructors in teacher-training institutions are often criticized, not without some justification, on the ground that they are, for the most part, theorists. It is contended that many of them have had no recent, first-hand experience in classroom situations, particularly in the Elementary and Intermediate schools, and that their knowledge of the curriculum content and classroom methodology at these levels has been acquired vicariously. The critics contend that every instructor in a teacher-training institution should be able to say that from recent, first-hand classroom experience, he can recommend the teaching methods and devices he advocates in his lectures.

The "Workshop" that has been set up in the Clover Bar Division gives every member of the Faculty access to varied classroom situations. In so far as it has been possible so to do, full advantage of the facilities for giving their lecture practical applica-

tion in the classroom has been taken by the Faculty this year. No doubt in succeeding years it will be possible to make still better use of the schools for this purpose.

In commenting on the work that has been accomplished one would be safe in saying that the work in guidance is very important if not the most important work that has been undertaken. In a few school divisions and some of the larger urban centres, the need for pupil guidance has been recognized. The Department of Education, by appointing a Director of Guidance for the province has recognized the need for giving provincial leadership in this work. No one man, in any school system, whether it be the province as a whole, a large school division or an urban centre, can solve the guidance problem unassisted. In the last analysis he must look to the individual teachers in his schools for a great deal of help if the best results are to be obtained, but even though whole-hearted support is given him by his assistants, unless they are well-trained in the techniques of guidance the best results will not be obtained.

The art of testing and counselling is not easily acquired. Experience in this field should be secured under the direction and supervision of a counselling expert. Senior education students are now getting in the Clover Bar—Faculty of Education Guidance Clinic the practical guidance work experience, under competent supervision

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that is needed to supplement the theoretical work of their intramural studies. Thus year by year, the number of teachers, trained to undertake guidance work in the schools and to give leadership in that field will steadily increase so that, in the not too distant future, our schools should be able to cope with one of the most difficult problems confronting them, that of giving proper guidance to all pupils throughout their whole school careers.

It is too early yet to pass judgment on the worthwhileness of this new service of the Faculty of Education. It is encouraging however to realize that the Faculty is alive to the necessity of dealing realistically with the major educational problems of the day. Through this service and in many other ways the Faculty is endeavoring to give worthwhile leadership to the Teaching Profession of the Province of Alberta.

### WOT! NO GRAMMAR

*(Continued from Page 47)*

that the word must therefore be a verb. How can we explain to him that the "having," not the "toothache," is actually what is happening?

The noun-idea and verb-idea must be comprehended and appreciated before grammar can be taught. The child may learn, understand, and apply a rule in simple cases. It is the development of the rule into the abstract that he cannot grasp.

TWO illustrations will suffice to show the impracticability of mechanical methods in sentence construction. In accordance with standard rule a child is taught that "the subject of a sentence is the noun or pronoun that the sentence is about. In the sentence, "A stroke of luck in the Irish Sweep ensured his living in comfort for the rest of his life," the subject is plain to the child. The sentence is about a man who won the Irish Sweep. Therefore the Sweep-winner is the subject. Quite right. It is the psychological subject, but not the grammatical one!

Again, the pupil is taught that all sentences must have a verb. Yet, if he should reply to this, "What nonsense!" he would be using a legitimate presentative sentence.

One final example will demonstrate conclusively, we hope, the utter futility of attempting to rationalize the English language. If, taking the child into our confidence, we were to remark, "Grammar is useless, isn't it?" on analysis we should find that we had used a negative interrogative to make a positive affirmative statement.

Of all the things!

—Quoted from the *Scottish Education Journal*.

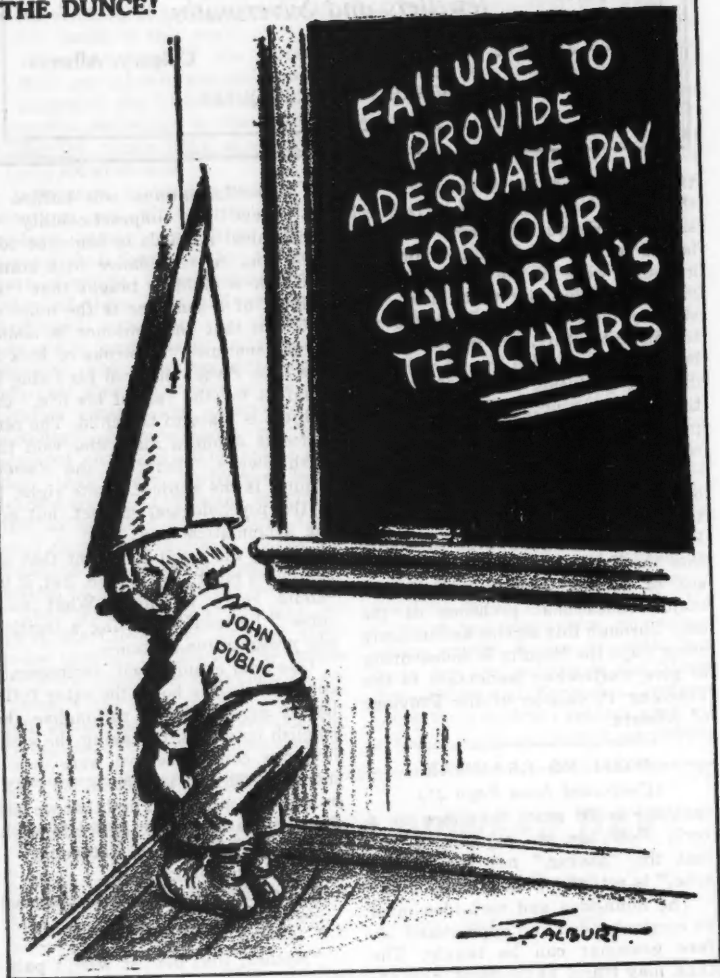
"Mother, that dentist wasn't painless like it says on his sign."

"Why, did he hurt you?"

"No, but he hollered just like any other dentist when I bit him."

THE DUNCE!

—By Talburt



Courtesy N.E.A.

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## SCIENCE BRIEFS

**Electron**—One of the three kinds of atomic particles; they travel in orbits around the nucleus like planets, have a negative charge, are very light—only 1/1850th of the weight of the lightest atom, hydrogen.

**Element**—Atoms behaving the same chemically (in chemical reactions) are said to belong to the same element. There are 92 kinds of atoms, chemically, or 92 elements (not counting those that have recently been made artificially and which don't occur in nature). Some examples are: oxygen, sulphur, copper, hydrogen, uranium.

**Isotope**—The atoms of a given element behave the same in all chemical reactions. They have the same number of positively charged particles in the nucleus and the same number of electrons on the outside. The number of neutrons (uncharged particles) in the nucleus may be different, so the atoms are the same except for weight. These are called isotopes. Most elements contain several different isotopes. Uranium has isotopes with atomic weights 234, 235 and 238.

**Nucleus**—The core of an atom. It contains practically all the weight. It is made of positively charged protons and uncharged neutrons in

roughly equal numbers. The nucleus of the hydrogen atom has just one proton. The heaviest natural atom is uranium, which has 92 protons and 143 to 146 neutrons in the nucleus.

**Pile**—An atomic furnace. It consists of rods of uranium distributed in a lot of pure carbon or certain other materials. It burns fissionable material and releases atomic energy.

**Radiation**—Normally refers to energy transmitted through space like light, radio waves, X-rays and "gamma" radiation from atomic bombs. Sometimes applied to very high speed atomic particles because they are hard to distinguish from high energy radiation and have similar biological effects.

**Radioactivity**—The radiations and high speed particles given off by radioactive atoms. Radioactivity smashes up the molecules in plant and animal tissue, causing radioactive burns and, in severe cases, death.

**Uranium**—The heaviest natural element and only present source of atomic energy. It consists of two principal isotopes, U-235, 0.7 per cent, and U-238, 99.3 per cent. Only the U-235 is bomb material. Both isotopes are naturally radioactive and can be used to study the age of the earth and universe.

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# NEWS from Our Locals

## ATHABASCA

The Athabasca Local met in the Board Room of the Divisional Office, Colinton on February 21. All members were present. Reports were heard from the Salary Negotiating Committee and from the Councillors. Three teachers were appointed to work with Mr. Hodgson on the arithmetic tests for the planned arithmetic testing program. The next meeting was scheduled for March 20.

## BARRHEAD

A teachers' Institute was held Friday, February 13, at Barrhead, with thirty-eight teachers of the newly-formed Barrhead School Division present. Addresses of welcome were extended by the mayor, Mr. C. Yuill, and the chairman of the Local Board, Mr. L. Beebe. The Institute then opened with a discussion of administrative problems, led by Mr. Stehelin, Divisional Superintendent.

The afternoon's agenda began with discussions on curriculum procedure conducted by three local Barrhead teachers, Miss A. MacDonald, Miss E. Filipchuk, and Miss H. Tuomi. Then, two health films were shown by Mr. E. Evoy, Education Director, Department of Health, assisted by Miss Perdue, Nutritionist. This was followed by a talk by Mr. Butterfield, Sanitary Engineer. The afternoon's program concluded with an A.T.A. Meeting in which a motion was made to form an A.T.A. Local at Barrhead. Officers elected were: President, Mr. G. Schurman; Vice-President, Mrs. I. Fowler; Secretary, Miss H. Tuomi. A Constitution Committee, Salary Negotiating Committee, Sports Committee, and Councillors for the new local were appointed.

In the evening a banquet was served by the ladies of the Home and School Association. Short addresses

were given by Mr. G. Schurman, Mr. Butterfield, Mr. Anderson and Mr. J. Harris. Then, an inspiring address was given by Mr. Stehelin, Divisional Superintendent, who chose as his theme "The Winning of the Peace." Mr. Stehelin stated that the place to begin the winning of the peace was in the school, and he expressed the desire that teachers would so direct their efforts that maximum results in this field would be accomplished. The last event was the showing of films by Mr. E. Evoy.

## BOYLE

The monthly meeting of the Boyle Sub-local met on Thursday, March 4, 1948 in the Boyle High School with Miss Forbes presiding. Discussion centred mainly about the festival which the Sub-local plans to hold this spring. The syllabus for the festival was completed on that date.

## BUSBY-PICARDVILLE

On January 23rd six members of the Busby-Picardville Sub-local met at the home of Mrs. Grainger, Picardville for the third regular meeting. Sister St. Saviour explained her methods of coping with the difficulties encountered by pupils in mastering "Percentage." The Special Bulletin and Tests received from Mr. Kunelius were read and discussed. Mrs. Hunter, Busby, was appointed our Official Councillor. At the conclusion of the meeting refreshments were served by the hostess.

## CALGARY RURAL

Calgary Rural held their Sub-local meeting January 30 with twenty-nine in attendance. Mr. Blair gave a report on the model constitution sent out by the head office of the A.T.A. Mr. Anderson gave a report of the Councillor's meeting held at Edmon-



ton January 3. Mr. Callbeck, Secretary-Treasurer of the Calgary Local was present. Mrs. Brogan read a "thank you" letter from Doug. Church, winner of Grade IX scholarship. The Calgary Local voted \$50.00 for Parcels to British Teachers Fund.

#### CAMROSE

A meeting of the Camrose Sub-local was held in the High School on Tuesday evening, February 24. Dr. Hope-Gill who is now practicing in Camrose addressed the gathering on China. Dr. Hope-Gill had spent thirteen years in the Orient, before and during the war. Education in China was discussed, giving the stories of Chinese Universities whose work in research was of a very high level. The Universities, even though numerous, could only take a small proportion of her large population.

The attempts to Westernize China were meeting with considerable success until 1937 when civil war, and Japanese aggression put an end to attempts of any organization. In the eyes of the Chinese a learned man was most highly respected, and if given the opportunity they could have a very high educational standard. Poverty, civil wars, etc., were the greatest hindrances to raising these standards. Dr. Hope-Gill spoke of the Communist Menace, the Japanese invasion and their methods of dealing with their captures. He spoke reluctantly of his experiences in Japanese internment camps. In his opinion the Chinese problem has been in the past, and still is, a very difficult one, and one which outside influences cannot greatly help. It is their own problem and one which they will have to solve. A question period followed.

The president, Jack Murray, thanked Dr. Hope-Gill to whom a vote of thanks was extended by all present.

During the business meeting the

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teachers decided to support in every way possible the drive for funds for needy children. At the close of the meeting lunch was served.

#### CHIPMAN

A meeting of the Chipman Sub-local was held at Chipman School on March 19. A fairly large number of teachers were present. Mr. J. F. Koziak presided. After discussing facts about the festival, Mr. Michael Krezanoski, Councillor was asked to speak. He gave a very interesting outline of the proposed salary for the following year, the proposed provincial Salary Schedule, and the Guidance Programme as was presented to some members of the Lamont School Division Teaching Personnel recently at a meeting at Lamont. After the meeting a lunch was served.

#### COALDALE

The Coaldale Sub-local met on March 15. The main discussion was the promotion of better public relations between the community and the school. It was decided to contribute timely and pertinent articles on

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education, to the local newspaper. Of much interest to those present was the demonstration of a film slide projector which followed the meeting. Lunch was served by the Coal-dale staff.

#### COLD LAKE

The Cold Lake Sub-local met in Cold Lake School on March 20, with a good representation. The Superintendent of Bonnyville School Division, Mr. J. L. Sylvestre, and teachers, Messrs. Mastalish and Motut of Bonnyville, and Mr. Despina of Fort Kent were present.

Mr. Sylvestre addressed the meeting on "Testing in Grade VIII." He gave a very convincing explanation of the benefits this would have and a feasible procedure to follow. Discussion followed, which led to a motion being passed in favor of testing. Five groups of teachers in different sections of the Division will work on this, each group drawing up a paper on the subject allotted to it and evaluating same. Later, pupils' papers on this subject will be marked by the same group which prepared the paper.

Testing in the lower grades was warmly debated, all present taking part. The High School teachers in attendance thought that better student material to work with would be more to the point, or perhaps so much elimination through the grades

that fewer High School teachers would be needed. There were different views among other teachers, some wanting tests to give them more definite ideas of requirements for each grade, others believing this would lead to stereotyped teaching and would take the zest out of it for both teacher and pupil. However, a resolution was passed favoring the preparation of tests by the Department, for all grades from III upward.

Messrs. Melaney and Stonehocker spoke on our Year Book Project. A 60-page book will be produced, two to six pages per room, with four pages of class pictures. Student representatives from different schools met under the direction of Mr. Stonehocker to discuss the financing of the Year Book.

Mr. Aldridge, Guidance Supervisor for Department of Education, will be invited to come after Easter to speak on his branch of education.

The highlight of the meeting was a vocal selection, the inspiring "Just For Today," rendered in perfect voice and interpretation by our talented Superintendent, Mr. Sylvestre.

After the meeting the hostesses, Mrs. Meron and Mrs. Lefebvre, served refreshments.

#### EDBERG-MEETING CREEK

The regular meeting of the Edberg-Meeting Creek Sub-local was held in Edberg on February 11, 1948 at the home of Mr. J. Paetkau. Six members were present. Our guest speaker, Mr. Sayers, local M.L.A., outlined the new pension plan for the Civil Service. A discussion followed. It was decided to ask Mr. Sayers to support the teachers' request that they be included in this scheme. Lunch was served.

#### EDSON

The regular meeting of the Edson Sub-local was held in the Home Eco-

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nomics Room on November 26. Main business of the meeting was a discussion of Salary Schedules, during which Mr. Meade, the president, made a report on the Salary Schedule meeting held at Wildwood. It was decided to donate \$50 to send parcels to teachers in Britain. Lunch was served by Mrs. Jackson, after which the meeting adjourned.

The regular meeting of the Edson Sub-local was held in the Home Economics Room, Wednesday, Jan. 21. Further discussion took place on Salary Schedules, with correspondence from Mr. Eric C. Ansley and from the Wildwood Sub-local re Salary Schedules being read. Miss Nicholl and Miss Yaremko served lunch, after which the meeting adjourned.

#### FAUST-KINUSO

At the February meeting held at the Slave Lake teacherage it was decided to hold the Spring Track Meet at Kinuso on May 21. Preliminary plans for this event were discussed. The Sub-local councillor, Mrs. Lysne, told of the plans for the campaign for Better Pensions decided upon at a meeting of the Local held in High Prairie on January 24.

#### GIROUXVILLE-McLENNAN

A regular meeting of the Sub-local was held in the Donnelly School on Saturday, February 14th. The program of the next meeting will consist of the report of the Convention by the Counsellor. An open discussion of the Grade IX Social Studies with Sister Beatrice as chairman, is also scheduled. Useful hints on reading in the primary grades were given by Sister Denise. A discussion was held on free reading in Grades 7-8-9. A book review outline was explained and demonstrated by Sister Denise.

#### HIGH PRAIRIE

The High Prairie Sub-local held a

April, 1948

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meeting on March 8. The president, Gladys Nordtorp presided. Seventeen members were present. It was decided that we write the Local Executive asking for our fees. The resolutions from the A.T.A. magazine were discussed. Miss Peggy Roberts, Mrs. Irene Richmond and Mrs. Sullivan are in charge of the next meeting scheduled for April 5.

#### KILLAM

The Killam Local has been quite active this year, and there has been evidence of an increased amount of interest. On November 14, 1947 a Teachers' Rally was held at Sedgewick in the recreation room at the dormitory. Mr. Ken Sparks gave a report on the meeting at Hardisty of delegates from the Central Eastern Geographical Division. Mr. D. Walmesley gave a report on the findings of the Salary Negotiating Committee. Mr. A. O. Aalborg, our District Representative, then gave a very interesting address on the advantages of unified action of teachers in the Central Eastern Geographical Division. He also outlined procedures regarding salary negotiations.

There was considerable discussion regarding the inclusion of teachers under the Public Service Pension Act. It was suggested that Mr. Merta contact the local M.P., Mr. Fee, and interview him in regard to the proposed increased provincial educational

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grants. Mrs. Fritz Weber, who recently returned from England, gave us an interesting talk on conditions there.

Since that time the Salary Negotiation Committee has negotiated a new salary schedule, which has the same basic salary as formerly, \$1300, with increments of \$100.00 per year up to ten years for first class teachers, and \$50.00 per year for five years for second class teachers.

The high-school teachers in the Division are working on a project to formulate appropriate examinations in the non-examination subjects. The object of these examinations is to establish a sound basis for June recommendations in the non-examination subjects by having a wider sampling of cases. Dr. J. W. Chalmers, Superintendent of the Killam Division, inaugurated this plan.

#### **LETHBRIDGE RURAL**

The executive of the Lethbridge Rural Local met at the Y.M.C.A. on January 30. Contacts made with the various M.L.A.'s on the pension scheme as well as those made with associations were reported. A discussion on the general methods of operation and financing of festivals and track meets in the various Sub-locals followed. Because of the difficulties met by some, a motion was passed informing the Board that in the future the Sub-locals could not be held responsible for financing such activities. The Councillors and the District Representative, Mr. M. Holman, reported fully on the emergent meeting in Edmonton. Nominations for the central executive were

made. The press correspondent was left to make a report on action taken with the pamphlet "The Communist Threat to Canada" for the next meeting.

#### **MEDICINE HAT RURAL**

Mr. Bullough was guest speaker at the luncheon held in the Cosmopolitan Hotel at 1 p.m. Saturday, March 6. Mr. Bullough, a musician recently arrived from England, explained clearly ways in which the music schools of England are organized and governed. Also, how pupils are tested, then graded, the pass mark being 80%.

At the business meeting the expenses for the next A.G.M. were discussed. The allowances for delegates was raised from \$20 to \$25 due to raise in cost of meals and accommodation. Mr. Johnston, the representative for South Eastern Alberta, reported on the meeting with Dr. Robinson, M.L.A. concerning Teachers' Pension Scheme.

Mr. Curran, member of the negotiating committee, reported on the proposed salary schedule as drawn by the board. The committee found it unsatisfactory due to low increments. The negotiators were given full authority to close the deal on salaries when they got a schedule they felt satisfactory to the majority.

#### **MORINVILLE**

A meeting was held on January 21st. Mr. Don Murray, President of the Sturgeon Local, came from Edmonton to attend this meeting and gave the teachers a very interesting talk.

#### **NAMAO**

Members of the Namao Sub-local held their regular meeting on March 6th, with Mr. D. Murray presiding. Topics discussed were: (1) Circuit for the newly-purchased projector; (2) Sub-local Elimination Track

Meet at Namao, May 21, 1948; (3) Recommendations on resolutions for the Easter Convention; (4) Standardized Tests; (5) Report of the Salary Negotiating Committee; (6) Friday and Saturday closing hours for the Divisional Office.

### ROCKY MOUNTAIN HOUSE

The January meeting of the Rocky Mountain House Sub-local was held at Alhambra School Saturday, Jan. 17. Two resolutions were made, one favoring the inclusion of the A.T.A. in the proposed consolidation under the Public Service Pension Act and the other favoring the single salary schedule for this Division for next year. Mr. Deverell suggested making arrangements for obtaining transportation for teachers in outlying districts so that all could attend our meetings. A discussion of some enterprises followed, with a display of work done by the pupils.

The February meeting of the Rocky Mountain Sub-local was held at the home of Mr. Deverell on the fourteenth. Mr. Deverell gave a brief report on salaries as presented by the Negotiating Committee and reported that he had recommended to the Board that the single salary schedule be put into practice. It was moved that we send a letter of appreciation to the Board of Trade for their sending in a motion concerning pension schemes. Mr. Deverell gave a very interesting and informative talk on the subject of Guidance. He stated that all teachers are guidance workers and that we should strive to teach the individual rather than teach subject matter to the mass.

### STRATHMORE

On the evening of March 17 a meeting of the Strathmore Sub-local was held in the Home Economics Room at Strathmore, and was attended by all the members of the Strathmore school staff, and two rural

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teachers. Among the numerous items on the agenda were the following: The Councillor's report submitted by Mr. F. Bazant by letter was read by Mr. Mackenzie. Consideration was given to the latest Salary Pension scheme. Report and Record cards were again the subjects of discussion. The proposed shortening of the School Year was discussed, and the teachers went on record as being opposed to such a move. The subject of Religious Training in the school was also discussed, and it was felt that the question should be tabled, as it was the business of the School Board. Study was given the New Elementary School Program with the view of having the subject matter of certain sections spread more evenly through the grades.

Mr. Crowther was asked to introduce the subject of Guidance at the April meeting, which is to be held at Orange Valley School. After the meeting lunch was served by the ladies of the Strathmore staff.

### THORSBY

A meeting of the Thorsby Sub-local was held at Fruitland School on March 12, 1948. Discussions took place on the preparation of Mathematics and English tests. Mr. H. Wells spoke on the teaching of grammar and its application to compo-

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sition. The next meeting will be held at Morrowdale on April 9, 1948. Mrs. J. Vaughan will demonstrate the making of wall plaques from plaster of paris. Lunch was served by Mrs. J. Vaughan.

#### TOFIELD

The February meeting of the Tofield Sub-local was held on February 12th. Eleven members were present. The track meet for next spring was discussed. It was decided that class E and F be included in our Sub-local meet. An interesting talk on "Now and Then" was given by Mrs. Coward. In her talk Mrs. Coward told us of some interesting experiences she had had while teaching in Saskatchewan. She then mentioned some of the differences she noticed in her present school. Mrs. Coward is a new member who has recently taken over the junior room at Lindbrook.

Salaries were discussed. This was even more interesting than usual due to a dramatization of the School Board and the teachers discussing salaries. The next meeting was scheduled for March 18. Mrs. Kenny and Miss Brown served lunch.

#### THREE HILLS-TROCHU

The regular meeting of the Three Hills-Trochu Sub-local was held in the Trochu Valley School, Wednesday, March 17, with seven members present. A lengthy discussion of the resolutions to put before the A.G.M.

took place. It was decided that the festival be held in Three Hills, and the night performance in Trochu. A Festival Committee was nominated.

An educational film on "Atomic Power" was shown, after which the Trochu teaching staff served lunch.

#### WASKATENAU

The Waskatenau Sub-local held a reorganization meeting at the home of Mr. R. J. Elliott, on February 6, 1948. Officers chosen were: Mr. R. J. Elliott, President and Councillor; Mrs. E. Krahulec, Vice-President; Mrs. W. W. Parker, Press Representative; Miss M. Haynes, Secretary. A lively discussion took place on the inadequacies of the intermediate Social Studies text. A questionnaire was mailed to all members of the Sub-local, to stimulate interest. Mrs. Elliott served luncheon after the meeting.

#### WILLINGDON

An Institute meeting was held at Willingdon on Friday, March 5. Mr. Hannochko, Superintendent of Schools presided at the gathering which was well attended by teachers from Andrew, Willingdon and Hairy Hill. Also present at this meeting was Mr. A. A. Aldridge, Supervisor of Guidance, Department of Education. Mr. Aldridge stated that although guidance for young people is not a new thing, it is receiving more attention today. He told the teachers that

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they should use tests and cumulative records of students as guidance tools. A varied array of tests was on display and the teachers were given an opportunity to examine these before ordering any. A number of significant questions were asked by the members of the audience. The second portion of the meeting was devoted to case studies of problem children. Here the teachers were shown how they can proceed to guide and correct problem students in their own school. After the meeting was over the teachers met in the school gym where lunch was served by Mrs. Eliuk and Mrs. Ewoniak.

Nowadays the rising generation retires when the retiring generation rises.

Absent-Minded Professor: "Will all the absentees stand up."

Two professors were talking over the student nominations for class offices.

"What do you think of the two candidates?"

"Well, the more I think of it, the more pleased I am that only one of them can be elected."

"What kind of wood are matches made of?"

"She would and he would."

Patient: "Doctor, don't you think it would be a good idea if I went to a hotter climate?"

Doctor: "That's just what I'm trying to prevent by keeping you in bed."

### THE SWEET THING!

You may call a woman a kitten, but you must not call her a cat.

You may call her a mouse, but you must not call her a rat.

You may call her a chicken, but you must not call her a hen.

You may call her a duck, but you must not call her a goose.

You may call her a vision, but you must not call her a sight.

### THE COOL WORD

This frigid day my wife substituted as a teacher. In the 8th grade class in the social studies on labor unrest in the 1890's, one boy cracked:

"It's too bad about John L. Lewis losing his unionsuit, isn't it?"

Happily teacher was inspired; she said,

"It is coal for that, isn't it?"

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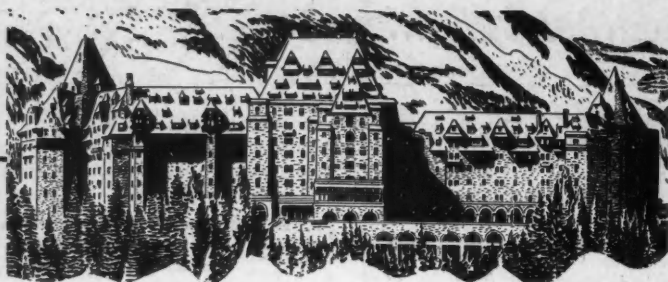
Biography that reads like fiction is this story of J. B. Eads, the great American engineer who built the first ironclad gunboats and steam gun turret, and the great steel arch bridge at St. Louis.

DISCOVERY OF ROMANCE No. 2.....\$3.25

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